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THE WESTERN
JOURNAL OF EDUCATION

SAN FRANCISCO, CAL.

CALIFORNIA, OREGON, WASHINGTON, IDAHO, NEVADA, ARIZONA.

DRAPERISMS.

And in the words of Edward Everett Hale:

"Look up and not down
Look forward and not back
Look out and not in,
And lend a hand."

* *

Teachers are *quasi* public officers. They are in the public service, carrying on the public business for the attainment of a public end.

* *

There is no problem of larger proportions than that of supervising and leading a teaching force numbering thousands of persons. The object is not to secure some good teaching; that could hardly be avoided; it is to prevent all bad teaching.

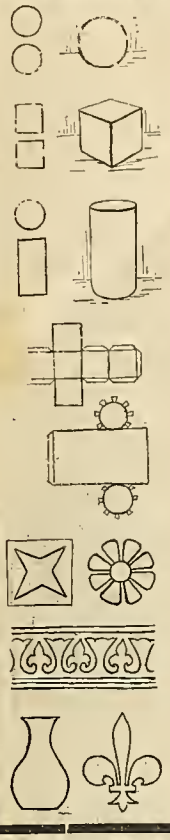
* *

We have each not only come to realize the force of the German proverb, that there are brave men and fair women on the other side of the mountain also, but we would each have the other feel that the body of the people on the other side are brave and fair, and then see that the mountain is only a myth and an illusion after all.

* *

I once asked a school superintendent of twenty years standing in one place, how he managed to hold his place so long. He facetiously replied: "When I have managed to be elected one year I immediately set about seeing where the votes are coming from to elect me the next year." All are not driven to this; many would not resort to it if they could, but the extent to which school officers have to be coddled and are coddled by teachers, in order to maintain their situations, is enough to materially interfere with the efficiency of the schools and drive self-respecting people out of the teaching service.

JANUARY
1898



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SAN FRANCISCO, JANUARY, 1898.

NUMBER 1
ESTABLISHED 1852

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James Keith, President Calaveras Co. Board of Education, delivered an address at the recent County Institute on Public Libraries. It has been published by request of the Institute, in pamphlet form.

* *

Supt. E. P. Cubberly, of San Diego, has published his report for 1897. It is unique and excellent. The report on History and Language is a model, and is epoch-making in the prominence it gives to these subjects in primary grades.

* *

The celebration of Lincoln Day, Feb. 12th, and Washington's Birthday, Feb. 22nd, are two events of great importance to the boys and girls of the public schools. Any subscriber who will send in a renewal or get us one subscriber this month at $1.00 to this JOURNAL will be sent two books, free — one on Lincoln and the other on "How to Celebrate Washington's Birthday."

* *

A German writer arranges the subjects under the New Education in the following order: Foods, Clothing, Housing, Warming, Occupation, The Earth and its Products, The Weather, The Seasons and Skies, The Body, Health and Disease, Labor and its Divisions, The Social Order, Social Intercourse, Property, Valuation, The Household, Morals and Customs, General Rights or Legal Sanctions, Esthetic Ideas, Religious Ideas.

* *

Ex-State Supt. Anderson, who has always been noted for saying just what he means, writes as follows: "I regard the WESTERN JOURNAL OF EDUCATION as the most complete periodical of this character that has ever been published on this Coast. If teachers consulted their own interests, say naught of the interests of the children in their charge, they would, one and all, subscribe for this valuable help in their calling."

* *

The enrollment of the California Teachers' Association was 1506. This is the largest membership ever attained by the Association in this State. The only December meeting that has approached this in numbers was the Illinois meeting with a membership of 1200. Contra Costa County sent in a membership larger than the actual number of teachers at present employed, and Supt. Phalin and his progressive associates were suitably honored by the committee on resolutions.

* *

Prof. Allen sent a communication to the State Board of Education which outlined a plan for conducting an official organ. It emphasized the point that an account of institute proceedings should not be confined to pleasant remarks about superintendents but should be devoted to what the institute lecturers said. Prof. Allen's suggestion is a good one, but there is one difficulty. The institute lecturer generally uses the same speech at different institutes, and after his remarks had been printed as instruction to the teachers in several counties the subject matter would be rather old for publication and re-publication.

Winship Attacks Howison

The Journal hesitated to make any reference to, or comment upon, the Howison incident in the Alameda county (California) institute in the autumn. The excitement ran high for a while and did not need fanning. It seemed unaccountable to us, knowing Professor Howison as we have known him, that he should have given forth utterances that could even have been misconstrued into what he was reported to have said, but he is not alone in making careless utterances. While it is improbable that selected paragraphs fairly represent him, yet the judgment of those in whom the Journal has reason to have confidence is that the general tone of Professor Howison's address was one of attack upon the public schools, and that the charge that the public schools were directly or indirectly responsible for the increase of intelligent villainy was implied thruout. The Journal has neither faith in, nor patience with, any such charges or insinuations, and while it does not feel called upon to argue a case that has but one side, it does wish to enter in its columns the resolutions prepared by Professsr T. O. Crawford for the institute, but which were ruled out of order:—

Resolved, that the teachers of Alameda county assembled in this county institute do most emphatically repudiate and condemn the statements made here before this institute (by Professor Howison of the State University), couched in the following language:—

"The skilled forger and counterfeiter got his knowledge in the school, and didn't get something else he should have had. The effect of the public school system is to make criminals. The lack of a recognition of the distinction between vocation schools and liberal schools in the present system of teaching turns out crooks and criminals. Now, don't say that I say that the whole school system is making criminals, for I do not. It is the lack of a true distinction between primary and secondary education." —*Oakland Enquirer*, Wednesday evening, October 27, 1897.

Resolved, that such statements are as devoid of truth as they are of sense, as devoid of philosophy as they are of logic.

Resolved, that we regard such statements coming from such a source as calculated, if allowed to go out into the world unchallenged and unrefuted, to wound unto the death that system of free education which we believe, in spite of some defects, to be the most beneficent the world has ever witnessed.

Resolved, that we still have unbounded faith in our public school system and in the men and women who are concerned in its administration; and that we pledge each other to stand as a unit against the blows of its honorable, outspoken enemies, as well as against the foolish, unjust, and even untrue attacks of those to whom in the past we have looked as the trusted champions of a righteous cause.

Resolved, that the teachers of this institute assert the natural right of all free men and free women everywhere to register their condemnation of this false accusation; that a copy of these resolutions be by the secretary forwarded to Professor Howison, in order that he may know how completely we repudiate such sentiments, even when they are uttered by the foremost philosopher among us.

There is no question but that these resolutions express the convictions and sentiments of the great body of teachers of America. It is in order for Professor Howison, or any one else, to give any proof that there is a shadow of truth in such insinuations.

The Journal of Education stands ready to pay $100 for facts upon which any man can reasonably base such charge as that which Professor Howison is said to have made at the Alameda county institute. Whenever the editor of the Journal has heard such assertions made he has made this offer on the spot, and has always forced the man making the charge to admit that he did not have one fact to produce. The Journal is certain that no man in the world can produce facts to justify a suspicion even that the public schools are directly or indirectly responsible for the increase in the intelligent or unintelligent criminality of the country. The boys have a very sharp way of saying, "Put up or shut up." This might be paraphrased into "Show up or shut up," but it would lack dignity.—A. E. WINSHIP.—*New England Journal of Education.*

The Continuous Session of our State Normal Schools.

One of the wisest suggestions of State Superintendent Black in his article on the "Certification of Teachers" was that the usefulness of our Normal Schools might be enhanced if they were in continuous session.

If teachers who have been denied Normal training could spend two or three months each year during their vacation in receiving Normal Instruction, it would greatly improve the teaching force.

If graduates of the Normal Schools could have the advantage of a post-graduate course of two or three months each year, it would keep them in touch with educational thought.

The continuous session movement is likely to bring permanent results.

The State of Minnesota has already adopted the plan for its Normal Schools and Universities, also the Chicago University, and the Ellensburg State Normal School, Washington, is now making arrangements to open its doors this summer.

* *

The Necessity of an Educational Journal.

Has a journal devoted to the interests of the public schools and the teachers, any right and a necessity for existence? It has. Because it is a medium of communication. It is true that a daily paper has larger circulation and prints all the items of educational news, but it is also true that it is printed in such a manner as to make no impression upon the educational public unless it is in case of crime. Purely professional news; the comment upon professional books; professional methods and illustrations and instruction upon topics of the time are of the greatest importance to the real life of the teacher.

A doctor does not fail to read his medical journal, and he is as much interested in the one of his locality as in the one of a broader field. It is a part of his profession. The local teachers' journal has its field and is entitled to support provided it is a credit to the profession. It is a crime to support a poor journal, and no journal is worthy of support that does not keep the teachers in touch with the educational progress. This journal has now reached a circulation that places it on an average in one half of the schools of the Pacific Coast States, but it has only been within the past six months that the teachers came to its support, and now that they recognize its permanency their patronage is all that could be desired. The California Teachers' Association passed the following resolution:

"We recognize in the WESTERN JOURNAL OF EDUCATION a helpful and progressive journal."

* *

Professional Training.

The quickening spirit of educational thought has been growing here on the western shores. It has reached the Hawaiian Islands. It is noted in every educational gathering. The centre of its life is in the two great universities. At Berkeley, where Dr. Brown has associated with him such able men as Dr. Bailey, Dr. Dresslar and Prof. T. L. Heaton,

In order to meet the demands of the teachers who are regularly employed, Dr. Brown has arranged for Saturday lectures, and has sent out the following:

"During the second term of the current year, beginning January 10th Prof. Dresslar will lecture at 9:25 A. M., Saturdays, on the "Practice of Teaching." He will be largely assisted by Mr. Heaton. Other lectures in this course are given on other days of the week; but those given on Saturdays will be of interest to teachers who cannot take the course in full. Prof. Brown's course of "Studies in Secondary Education" will be given on Saturdays from 10:20 to 12:10 A. M. Any teachers who can regularly attend these Saturday sessions will be welcomed as visiting members of the classes. Ordinarily, University matriculation will not be required nor University credit given for such attendance. The classes will meet in Room 25, North Hall."

THE CERTIFICATION OF TEACHERS.

An Important Address of Hon. S. T. Black, at the California Teachers' Association, Touching Vital Issues of the Teaching Profession.

A CERTIFICATE OF QUALIFICATION DEMANDED.

In all callings of a public nature requiring expert knowledge, custom or statutory provision demands some form of certificate of qualification at the hands of those seeking public confidence. The lawyer, the doctor, the dentist, the pharmacist, must exhibit their diplomas of graduation from a reputable professional school, attesting their fitness to begin the practice of their respective professions. The ship captain, the engineer, the army and naval officer must arm themselves with similar evidences of preparation. Our civil service rules, like those of Great Britain and other leading European countries, admit only the best-qualified candidates to positions of trust, as tested by competitive examination.

THE TRUE TEACHER NEVER FULLY TRAINED.

The true teacher is never fully trained. Each day's work only adds to the training already acquired—it is only a part of an apprenticeship that never ends—and this is true in all protessions. But an adequate amount of preparation is necessary to guide and direct the novice in the solution of the ordinary problems common to all school work, and the recommendations I shall make in this paper are intended to apply to those persons who desire to become teachers—not to those already trained, no matter whether that training has been acquired by professional preparation or by actual contact with the problems themselves. California has reached that point in her educational history—and I speak from personal observation in fifty out of the fifty-seven counties of the State—when she should demand that those who would, in the future, enter her schools as teachers, shall approach as nearly as possible the high plane now occupied by the experienced teachers of the State. I favor the preparation of teachers at public expense—it should be done in the future as far as practicable, prior to taking up the actual work and responsibility of the teacher, which from the nature of things call for ability, scholarship and expert knowledge.

SHOULD BE MORE NORMAL SCHOOLS.

California, with her 160,000 square miles of area has but three State Normal Schools; another will be opened within a year. We are justly proud of these professional schools. They have no superiors in the United States. But there are counties so remote that it is almost impossible for young people ambitious to teach to attend any of them. If our Normal Schools were smaller and more generally distributed thruout the State, their usefulness would be more generally felt and appreciated by the patrons of our schools. Again, the usefulness of these schools might be materially enhanced if they were in continuous session or if their vacations came at a different time than the usual school vacations, thus allowing those teachers who, from no fault of theirs, were denied Normal School training to attend ten to twelve weeks each year. So far as climate conditions are concerned this could be done at San Jose, Los Angeles and San Deigo. Such teachers ought to receive credit for their attendance and study, and in due time receive their regular diplomas of graduation.

TOO MANY STANDARDS FOR TEACHERS.

During the early periods of the State's history the schools were divided into first, second and third grades, and certificates were issued to correspond with these grades, the first valid for three years, authorizing the holder to teach in first-grade schools, the second, valid for two years, authorizing the holder to teach in second-grade schools, and the third valid for one year and granted only to women authorizing the holder to teach in third grade schools. These were local certifica es, and were valid only in the county or city issuing the same. Besides these, cities issued high school certificates, and the State granted life diplomas, educational diplomas, and certificates of the first, second and third grade, valid thruout the State. The educational diploma was at that time granted on examination, and not on experience and recommendation as now; the first grade State certificate was good for four years, and the other grades for the same length of time as county certificates of corresponding grades. In the course of time the third grade certificate was dropped from the list, and still later, the grammar and primary grade certificates supplanted the old first and second grade papers. For a brief period the grammar school course certificate was issued to meet the requirements of the Caminetti law, establishing grammar school course schools. These certificates were finally merged into the present high school certificates. The scholastic requirements for the old first grade certificates, which at that time were established by law, were very similar to those of the present grammar grade, the only professional branch being the Theory and Practice of Teaching, in which no applicant ever failed — the test studies being almost universally spelling, grammar and arithmetic. The law still fixes the requirements for the grammar grade and high school certificate to the discretion of the several County Boards of Education thruout the State; thus it is possible to have fifty-seven different standards of requirements for those two very important certificates when granted on examination.

NEW LAWS NEEDED TO GOVERN CERTIFICATES.

Whatever may be said, either for or against the means of ascertaining the qualifications for teachers, at the present time or in the past, I think it is generally conceded by the intelligent teachers of the State that these means have outlived their usefulness, and that the time has arrived in the educational history of the State of California when the pressing necessities of the schools demand a modification of the present law relating to the issuance of teacher's certificates.

I would suggest for your consideration that the law be so amended as to provide three certificates instead of three grades of certificates as at present, and that each one of these be first class in itself—nothing is too good for the children of California. First, we need the kindergartens certificate. At present there is no law for the issuance of such certificates, and Los Angeles, San Jose and other places that have established kindergartens have had to resort to various devices to obtain legal certificates for kindergarten teachers. Second, there should be but one certificate for the elementary schools. The distinction between the primary and grammar schools is an arbitrary one—ranging all the way from the first four years of school work, in some counties, to as high as eight years in others. Besides, why should not the primary grades have just as good teachers as the grammar grades? If any distinction should be made the primary grades should be given the preference. Third, the high school certificates; the examination for this certificate should permit a certain amount of election by the examinee.

The various subjects should be arranged into groups of equivalent value, allowing the candidate to make his selection, or the election might be even broader than this by permitting the applicant to select such branches as he pleased, providing his selection were the equivalent in value to any one of the groups. The certificate, when granted, should be a full high school certificate. High school teachers being to a large extent specialists, it is patent to all why the elective feature should be adopted in the examination. Each of these three certificates being of the first grade should be issued for the full period of six years, and renewable from time to time, for a like period, without the payment of any fee whatsoever so long as the holder should teach successfully or until the necessary success and the experience has been acquired that shall entitle him or her to a State life diploma.

THE REQUIREMENTS FOR CERTIFICATES.

Regarding the requirements for the certificates, it is not so difficult a matter to arrange for the granting of certificates on credentials. The real difficulty lies in the attempt to make the result of an examination as satisfactory as official knowledge of thoro academic and professional training. In the very nature of things, this can never be (and this is true of all professions), but California is not yet in a position to abolish examinations as a test of a person's qualification to teach.

Certificates based on credentials approach nearer to uniformity

than those based on examinations. In order to secure the free exchange of county certificates, we ought to come as near uniformity as the present method of certification will permit. The examination requirements for all certificates should be stated in the law, as is now done in the matter of primary grade certificates, and boards of education should agree upon the standards in examination, and having so agreed, the certificates granted by one board ought to be recognized by every other board in the State. Perhaps the present system of county examinations is not the best, but it has been established by a constitutional provision, and we must do the best we can with existing conditions.

AMENDMENTS TO THE LAWS SUGGESTED

Section 1775, which provides for the granting of certificates on credentials, ought to be amended somewhat.

Boards of Education ought to be empowered to grant certificates on California educational and life diplomas. Of course these diplomas are certificates, and valid thruout the State, but there are boards of education that conscientiously question this position. Therefore, to remove all doubt in the matter, these diplomas ought to be restored to their former place among credentials, whence they were taken by the Legislature in 1891. I question the wisdom of granting certificates on the educational and lite diplomas or life certificates of other States, as there are so many different standards upon which such diplomas are granted, varying all the way from no experience whatsoever to ten years. If this provision is retained it ought to be modified so as to require satisfactory evidence that the diplomas or certificates presented here are the equivalent in scholarship and experience required in our own State for such diplomas. Nor should certificates be granted on the diplomas of graduation from normal schools of other States unless such schools are recommended by the State Board of Education as being of equal rank with our California State Normal Schools. Some of these normal schools grant what is called an "elementary diploma" to persons who have finished a partial course—some of them, too, have courses of study and standards of admission that are inferior to those of our own schools.

JUSTICE TO ALL SUCCESSFUL TEACHERS.

Section 1521, which provides for the issuance of life and educational diplomas by the State Board of Education, ought to be amended in such a manner as to do equal justice to all classes of successful teachers. At present it provides for the granting of such diplomas only to high school and grammar grade teachers, denying similar privileges to successful teachers of the primary grade. Now, so long as the law has recognized the primary grade certificate it ought to recognize success in primary grade work and reward the worthy holder of such certificate by issuing a State primary diploma on the same terms that it does the grammar and high school diplomas. There are in the State to day scores of worthy primary grade teachers who are compelled to pay a fee of $2 every two years to have the certificate the law has given them renewed, when such renewal has been fully earned by earnest, faithful, and intelligent work. If, by any chance—illness or otherwise—they fail to make application for a renewal at the proper time their occupation is gone until they submit themselves to another official test of their ability to do the work they have so successfully done for years. Is it not absurd? If the suggestion herein made relative to the issuance of kindergarten certificates be carried out by the Legislature, then section 1521 ought to provide for a State kindergarten diploma on the same terms as other diplomas are granted. Again, the present high school, life and educational diplomas are only limited certificates, of little more value in law than special certificates.

These diplomas should be granted, too, on showing successful experience for eighty months for life diploma, and forty months in case of the educational diploma, instead of ten and five years, the present requirements. Again, a new section ought to be added, relieving all the high-school, educational and life diplomas now held by teachers, of the effect of the limitation clause, so that they may become, in both law and fact, full high-school certificates. I have discussed this question only from the standpoint of the pressing necessity to the schools themselves for the reforms indicated.

It has been estimated that there are between 800 and 1000 teachers in this State who cannot get positions. Every one of us is aware of the keen competition resulting from this surplus of teachers. If the result of this severe competition were to secure the best teachers for our schools, it would not be so disastrous. It is, however, otherwise, and the tendency is to give the positions to those teachers who will accept them for the least salary. The first schools to suffer from cheap teachers are those in the rural districts, which need added strength—not weakness.

CERTIFICATES IN FORCE A SOLEMN CONTRACT.

In altering the law for the certification of teachers the utmost care must be exercised to preserve all the rights and privileges now enjoyed by the present holders of certificates—no matter of what grade. The certificates now in force are a solemn contract, and no legislation should be permitted that might impair in any way the rights conferred.

As to legislation on this, or any other school question, I am of the opinion that the teachers of this State can obtain whatever legislation they may agree upon. If we can agree on the general features of a certification bill—leaving all details to be worked out by a committee—and then stand by that bill, even if we do not concur in every detail, and interest our representatives in the Senate and Assembly, we can secure this much needed reform at the hands of the next Legislature.

The importance of this question was recognized at the last biennial convention of superintendents by the appointment of a committee of seven to report a plan of certification. The committee was composed of thoughtful and experienced superintendents; yet the time for consideration was so short, and the minds of committeemen so occupied with other important matters before the convention, that the results arrived at, though valuable and suggestive, were unsatisfactory even to the members of the committee. The report was adopted by the convention, but without much discussion, as the time for final adjournment was at hand when the report was submitted. A subsequent attempt to formulate a bill based on the report demonstrated the impracticability of some of its features, due entirely to the lack of time for consideration by both the committee and the convention.

To sum up, I recommend the issuance of certificates as follows:

RECOMMENDATIONS OF THE SUPERINTENDENT.

1. Kindergarten primary school certificates, valid for six years, authorizing the holders thereof to teach in the kindergarten department of any primary school in the county.

2. Elementary school certificates, valid for six years, authorizing the holders thereof to teach in any grammar school or primary school in the county, except the kindergarten department of primary schools.

3 High-school certificates, valid for six years, authorizing the holders thereof to teach in any high school, grammar school or primary school in the county, except the kindergarten department of primary schools.

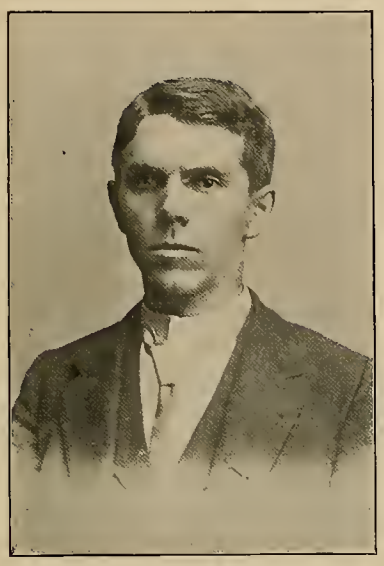
I make no recommendation regarding special certificates — leaving this question for future consideration.

Requirements — (a) That the minimum scholastic qualifications for the kindergarten and elementary school certificates be the equivalent of the high school course, and for the high school certificate the full equivalent of a good college or university course. (b) That to these scholastic requirements, there must in each instance be added suitable professional preparation or study.

Credentials — Section 1775 should be so amended that: (a) Certificates may be granted on California educational and life diplomas. (b) The State Board shall inquire into the value of Normal School diplomas of other States, and "accredit" such schools as are the equal in rank of our own State Normal Schools. (c) I question the wisdom of granting certificates on the educational and life diplomas, or life certificates of other States for reasons hereinbefore mentioned.

Life and educational diplomas — Section 1521 should be so amended as to authorize the issuance by the State Board of Education of four kinds of life and educational diplomas: (a) High school life and educational diplomas. (b) Grammar school life and educational diplomas. (c) Primary school life and educational diplomas. (d) Kindergarten life and educational diplomas. (e) Each of the foregoing diplomas to be a full certificate to teach, and valid thruout the State. (f) The life diploma to be granted on eighty months' successful experience, and the educational diploma on forty months' successful experience. (g) The present high school diplomas should be made full high school certificates, instead of being limited as they now are.

Beauty and goodness are one and the same thing.



CHAS A. McMURRY

Of the Chicago University. Author of McMurry's General Method, and Special Method in Science, &c. The following illustrative lesson for primary grades shows the full treatment given a subject.

The Austrian Pine.

(A Winter Study.)

Did the Christmas tree surprise you on Christmas eve? What did it bring you that you did not expect? When the presents were all off and the decorations removed, had it any more surprises for you? You did not care for the bare tree, then? This bare Christmas tree has greater surprises for you than the presents gave. It is full of secrets which few people find out. Would you like to find some of them out, all by yourselves?

But we must become better acquainted with the tree before we expect it to tell us any secrets, and we will visit one that has not been cut down. What kind of a tree was the Christmas tree? Why was an evergreen chosen? What was its name? Did you think all evergreen trees were alike? The children find out by examining the foliage of different evergreen trees that they differ greatly. The other differences will be discovered later.

We will visit the tree with the long, stiff needles. I will introduce you to it. Austrian Pine, these are my little boys and girls who wish to visit you often.

On this first day the children learn to distinguish the Austrian pine from other evergreen trees by its general appearance. They know it by the shade of green of its dress; its straight, pointed trunk; its arms or branches which extend out nearly straight from the trunk, then curve upwards; its number of branches starting out from the same circle and reaching out in different directions; the gradual shortening of the branches from below upward. After learning to recognize the tree readily, the children make drawings, showing its general shape. This is the picture of the naked tree as it looked after it had lost its leaves in the story of "The Unhappy Pine Tree." Is it pretty? What gives beauty to the tree? Its dress. And this is a wonderful dress. Let us see of what it is made. (Each child has a small twig.) It is made of needles. And the needles are put up in packages, only two in a package. The wrapper which holds them together is around only one end.

Let us look closely at *one needle.* The children measure it. It is longer than a darning needle and of different shape, being round on the outside and nearly flat on the inside. It is very strong. We can hardly pull it in two. Is it well that the pine tree has such needles? Refer to the story. Not only goats but caterpillars and insects usually pass the leaves of this tree by. Hail, snow, and sleet cannot injure them much. Why not? Refer to the home of the pine tree. This (Normal, Ill.) is not their home.

Pull out one of these pairs of needles. The children find that it is set very deeply and firmly into the twig. Why is this well? The children discover that the needles in a package so fit together as to resemble in shape a darning needle. Where on the twig are they set? Do you like that arrangement? Why? Does the Austrian pine ever lose its leaves, as do the maples and oaks? How do you know? When do they fall? Do they fall singly or in pairs? What color are they when they fall? Do you see any such on the tree now? If so, where? How old are the needles when they fall? You can not tell now. Austrian Pine thinks you do not know it well enough yet to find out *all* its secrets.

Now tell all the secrets you do know about the package of needles. Make a drawing of them. What secret has the tree failed to tell you?

We have been talking about the Austrian Pine's dress. Does it wear any ornaments? The cones. Where does it wear them? Notice this carefully. Are they all alike? (Have twigs in the class with cones of last summer's growth, others a year older, and others still another year older.) Notice color and size of each set, the number in a cluster (if you are so fortunate as to find two or three together). Notice cones under the trees and compare them with those on the twig. Do you find on the ground any of the little cones or their bigger brothers? Why not? Their work is not done. The little leaves on the elms and maples did not leave the tree until their work was done, neither will the little cones.

Let us see if we can find out what the work of the cones is. These cones that have seen two summers are chosen. Where on the twig did we find them? Draw the cone when first brought into the room. Draw also the twig with the cone upon it, fixing its place on the twig. The children notice the queer shapes of the doors with their conical little knob; also how each door is braced in front by two doors at its side and one before it. The doors are very many, and are closed so tightly that it is with great trouble that we get them open. Will the cone not tell us what she is guarding so carefully? We will not break into her houses. We will lay these cones where we can watch them. They may change their mind sabout shutting us out. If possible the children should hear and see the doors pop open. This will happen after they have been in the warm room a few hours.

Now that the cone has opened her doors we will walk in and see if we can find what secret she was keeping.

The children discover two little fairies behind each door, each with a large wing. How cozily they lie in the little room. They are well worth guarding. Why? Why were they shut in so tightly? What will open the doors of the cones on the trees? Warm weather. When will they open? What will the seed fairies do then? How will the wing help them? The tiny cones are placed also in the warm room and left there for some time. Why do they not open?

The old cones are found with their doors open. Inside are no good seeds. Why is that so? The fairies flew away last spring when the warm sun opened the doors. The children now make a drawing of the twig with cones of three sizes. They tell the secrets of the cones. They draw a single door with the two seeds, and one seed by itself, and tell the secret of the seed fairies. A number of seeds are kept for planting when spring shall come.

What else do we find on the branches besides leaves and cones? Buds. On what part of the twig do you find these buds? Are all of the same shape? The children find that some are large and pointed, others are round and flat, while others are made up of a cluster of little buds. Why this difference? Let us see if we can find out. A pointed bud is first examined. The children notice how the lower scales curve downward. (If kept in a warm

room more of the scales will turn down.) They also notice the great number of coverings.

Are they thick or thin? Soft or harsh? How arranged? All of same length? How held together? (The pitch shows itself after being kept in a warm room some time.) The covers being carefully removed by each child from his own bud, they are delighted to find what they think is a cone. But where on the twig did we find the cones? On the *sides*, but this is directly at the end. What does grow at the end of a twig? Leaves on a stem. What then should you expect to find in this bud? We will put this little bare bud, with a covered one, into this bottle of alcohol. It will keep them fresh, and how shall we label it? We will say we do not *know* what this is. But what do you think it ought to be? Another secret which the tree is not willing to tell us until we know her better. What was the first secret she kept from us? When may we surely know the secret of the bud? Tell the secrets which you know of the pointed buds and the one that the tree is keeping from you, but which you think you can guess.

Now, let us see if we can find out the secret of the round, flat buds. The children find that the outside covers are much like those of the pointed buds, but inside of a few covers they find from five to ten tiny buds crowded all the way around a small pointed bud.

The inside covers are soft and transparent. When uncovered, the children are apt to think they have again found cones. But where do we find these buds? Do you find such clusters of cones on the tree? The children notice the resemblance between the pointed bud in the center here, and the pointed bud we examined before. They tell what they think this bud contains, and what they think may spring from the center bud. The naked, tiny buds are placed in alcohol with a bud as we found it on the tree. What shall we label it?

There is still another kind of bud, a clustered bud, not covered to appear like a single bud as was the preceding. Does it contain a pointed bud? Where on the twig was it found? On what kind of a twig? These buds are also preserved. Are there any other kinds of buds? The bottles of buds are numbered, and the children from now till spring frequently review their knowledge of these buds, and their supposition in regard to them.

Now, this branch on which the needles and buds and cones grew may have something to tell us. Notice carefully the curled-back covers of this pointed bud. Do you find anything like this on the twig? Where? How do you suppose those came there? The children are quick to catch the idea that the bud left them when it began to grow. What did it grow into? A little twig. How long? The children usually suggest that that is exactly what this pointed bud will grow into. If so, what must that be in the pointed bud? A little twig packed away in a very small trunk. And what was the green you saw in the bud? The leaves. How long did it take this three or four inches of twig to grow? A year.

The children see that it must have taken many years for the tree to become so large at that rate of growth. Look back and see if you can find where another bud started. How old is that part of the twig? Find another year's growth. Another. Still another. Are there leaves on last year's growth? On the second? On the third? On the fourth? On the fifth? Sometimes they will find the leaves mostly or wholly gone from the five years' growth and sometimes there are leaves on the six-year-old twig. Where did the brown leaves go? How old when they fell? What did they leave behind to show that they had been here? A queer little three-cornerd card, often turned down at the top.

Notice the twigs with the round, flat buds, or the large clustered ones. The children find the year's growth there to measure only from three-fourths of an inch to an inch. Why so much shorter than on twigs with long pointed buds? Its food had to be divided with those little stranger buds that clustered around it, so it could not grow so much.

Did you ever try to break a twig or a branch from an Austrian pine? Was it easily done?

After a snow storm the teacher takes occasion to call the attention of the children to the sad appearance of the tree. Its branches no more reach up toward the sky, but droop to the earth. It seems as if the tree could never hold itself up as it did before the storm. The children make a drawing of it now and compare this picture with the first one drawn. Why does not the heavy snow break off the branches? Show sections of the thee, where branches have grown, that the children may see how well it guards against such accidents.

What secrets have you found out about twig and branch? You may draw a branch of seven years' growth. If they have observed carefully they will put no needles on the oldest growth, and perhaps none on the sixth or fifth. But here are side shoots. From what did they come? Notice where they start out. From what buds do they come? Can you tell? Then we must also find this out next spring. Can you tell yet from what the cones will come? We shall have to watch the tree closely next spring, else it will keep this secret from us. Now what are all the secrets which the Austrian pine is keeping from us this winter?

Do you like this tree? What do you like about it? It is a useful tree, too. For what is it used? For lumber. Children name articles made from pine. The birds come to its shelter early in the spring. The winter birds—crows, owls, etc., spend much time in its branches, which shelter them from the cold winds.

As summing up of many facts discovered in regard to the Austrian pine, and a reminder of their pleasant acquaintance with it, a collection of the following may be mounted on stiff cardboard: A pair of green leaves, pointed bud, an open clustered bud; cones of one, two, and three seasons' growth. (The cone of two seasons will need to be varnished to keep it from opening.) A cone scale, two seeds, a bare twig, a twig with leaves, cross and vertical sections of the wood.

Play Fair, Boys!

[The following article should be read on opening school. It will have a better effect than a dozen scoldings.—Ed.]

There is certainly no more pleasant and attractive sight in its way than a crowd of boys at play. A school yard or a village green over which a lot of little fellows are racing, tumbling and gamboling is a great place to watch of a half-hour some time when the duties of life are not pressing.

It would require a long catalog to chronicle all the games that little people have played since the days when wee Abel and Cain sported in the meadows or over the hillsides outside of the lost Eden. It might be difficult nowadays to invent a really original game, or even a new plaything. The simple principles of almost all our modern games were understood by the ancients; and every now and then some of the playthings with which the young folks of Greek, Roman or mediæval times amused themselves are unearthed by some inquisitive antiquary. Many of the playthings of Pompeii, for example, are now on exhibition in the museum situated on the site of the once buried city. And in the year 1859, from underneath the pavement of one of the streets of Nuremberg, a number of figures of knights on horseback, burnt clay dolls, and even dolls' toys were brought to light. Other toys with which the young people of that age amused themselves were carved wood birds, miniature wind mills and various clay animals.

But more than this, "play fair" is a good motto for the friendly competition of later days, whether these struggles are the literary contests of school or college, or the competitions of business life. Perhaps we may turn the motto around and say that the principle of "play fair," which rules the playground, means about the same thing as "fair play," which is so much of a necessity in the active experiences of the great world about us. Boys or girls will never in the truest fashion succeed in life who have not a keen sense of honor and a real desire to think of the interests of others as well as of their own advantage. Generosity is more than simple justice; and honesty as a principle is actually more profitable in the long run than is honesty as a mere "policy."

Play fair, boys, whether you are little boys or big boys! The mean, tricky man over-reaches himself finally; and meanwhile has few friends, and deserves to have but few friends. He who is always "looking out for number one" will never be cordially loved by number two and number three. "A man to have friends must show himself friendly," just and generous. And certainly that best of all boons, the friendship of the good Creator, will never be given to the person whose whole stock in trade consists of tricks, and wiles, and selfishness. Play is all right. "All work and no play makes Jack a dull boy." Everybody knows that; but Jack must "play fair" if he is to obtain both recreation and moral benefit from his sport. And, Jack, when you go out into the big, busy world of men and marts, moil and toil, struggle and competition, remember that "fair play" is necessary to the making of any life to be fair, and noble, and of "good report" in the eyes of both God and men.

C. A. S. Dwight.

Education for the Art of Life.

A summary from the address of Prof. Edward Howard Griggs of Stanford University, before the California Teachers' Association.

"A long time ago Solomon said there was no new thing under the sun, and every day brings that truth home to us,' he said. Any idea belongs to the man who can best live it. We have new thoughts in our modern education, but when we turn back to Arisiotle and the early scholars, we are surprised to find our cherished thoughts expressed so well long ago. Old thoughts are born into the world in new form. Any idea to which we can give expression belongs to us. At no time has there been a greater sense of the dignity of human life than now. Never has it been so much worth while to live as to-day. With all our social unrest it is true that the world is more hopeful and that there is a greater sense of the dignity of life than ever before. This new significance of life has been growing in modern ethics. There is an increasing sense of the importance of life. In the ancient world it was the sacrifice of the individual. The battle of modern civilization began in Italy and was carried over to Germany and France.

"The working of personal life is the theory of the new literature. Increasingly there has been the emancipation of the individual. A century ago a man who wrote his life had to seek some excuse for so doing. The novels of to-day that are so expressive take up the analyzation of human life. The significance of the relations of life and the elevation of the nobler relations have come largely into modern thought. In the new culture of the new education we find significance attached to individual human life. Civilization is a slow unfolding process No man can understand modern thought unless he understands ancient thought. The phase of life we call scientific is only one expression of the modern tendency.

"In the modern movement there are three ideas. First a new reverence for personality. Second the positive relations of human life. Third the conception of life as a process of growth. These ideas are taking possession of our education. Every aspect of civilization bears this in upon us. It is not so much what we have done, as what we are doing; what we have learned, as what we are learning. Life is growth in life. Power, culture and intellect are ours if we only seek to attain them. So art is the characteristic of life. Life is not wholly a matter of science. Life is one of the arts. An art only fulfilled in practice. The higher wisdom is impossible without science. One might know all that human experience has worked out and yet not know life. If we were to wait until we understood all the laws of personal relationship before we chose a friend, we would never have one. Life is experimental. After all that has been done and said life is an art. If education is to build up men and women to live successfully, then education must call out of children the positive force of their characters. To that end characters must be positive. The public schools must call out all that is positive. The more will in a human being the better. Instead of breaking the will and suppressing character we want to call out personal qualities. Each day gets one part of its meaning through the education it brings us. If life be growth in life, education is not finished with childhood. It is something which belongs to every expression of life. Evolution is not revolution. Evolution is slow. It takes place under the surface. The qualities of character to be called out must find expression in all the activities of life. For the successful fulfillment of life we must have wide sympathy and sober judgment. Life falls in different expressions. In the art of life which we must fulfil work has a place as well as play. The man who would succeed in the art of life must work.

"It is the leaven of the unexpected which is the best of human life. We need to be educated for that side of human experience."

A farmer, traveling in a foreign land, becoming anxious about the condition of his live stock, telegraphed home:

"Is things all right at the barn? JOHN BREEN."

His stable-boy, whose conversation was proverbially laconic, immediately telegraphed back: "John Breen. Things is. ROBERT."

Look upward· think upward; strive upward; live upward.

Child Study for Teachers.

Teachers ought to begin child study in connection with a pedagogical note-book. Form the habit of recording your professional experience every day. Reserve from five minutes to an hour a day for this purpose. Let your virtues in recording be continuity and patience. If you want convenient headings in your notes, use such as Curriculum, or Course of Study, Program, Method, Discipline, Child Study, Personal. Try more and more to connect your records with the characteristic sayings and doings of children. As you become interested in the children select one very interesting or difficult case, or two contrasted cases, and keep separate records about each child or children. Bring child observations into your teachers' meeting, reading circle, institute, convention, etc. As your data accumulate, connect together by cross reference and otherwise notes that seem to you to bear upon the same point of character. Study, compare your observations, if possible, with those of parents and of other teachers. Read such a work as Sully's Studies, or his recently published smaller work. Get into communication with some specialist who needs some of your spontaneous data. Pay particular attention to habit, its forming, unforming, reforming; to instincts or generic tendencies, to aptitudes or talents, to emotional exaggerations or the reverse, to susceptibility to pleasure, pain, and excitement; to work and play; to physical defects, etc. In all of this, and more, try to keep the children before you as *wholes*, as characters. Keep your child study and school practice together, so that one will help the other. *Test your reading by your own experience.* Finally, let nothing interfere with your common sense, tact, and conscience.

THOS. P. BAILEY, JR.
University of California.

The Northwestern Monthly.

The following list of "Empirical Child Study Canons," by Dr. T. P. Bailey of the University of California, were compiled from a recent article in "The Northwestern Monthly," by Prof. G. W. A. Luckey:

1. There is no essential identity of character possible. The study of individuals may teach us what combinations of traits may occur empirically. The study of groups may teach us what effects similarities of heredity and environment may produce.
2. A number of indications, under varying conditions, must point the same way, if our empirical inductions are to be useful.
3. In character-study many-sidedness in the study of individuals is safer than a one-sided study of groups. For the individual, and the individual *only*, is a unitary monad reflecting the whole universe from his own peculiar standpoint. (Leibnitz.)
4. We have no right to declare empirical inductions unless observations of children's spontaneous doings, and sayings interpreted by doings, corroborate our conclusions.
5. The naturalist must precede the specialist.
6. The philosopher of scientific training, sympathy, and power must guide the naturalist and specialist.
7. Genetic psychology is the key to child study, and comparative psychology is the key to psychogenesis.
8. The results and methods of all the sciences and of all philosophy must be brought to bear on child study.
9. Observation, experiment, and verification, used comparatively, and guided by the hypothesis of biological analogy, constitute the method of child study.
10. Study successively and, as each step is taken, co-ordinately: 1. Whatsoever most interests you in your school experience as recorded in your notes. 2. Whatsoever most interests you in the children's recorded "doings and sayings." 3. All things in one or two children. 4. One or two things in all children.

One of Amos Lawrence's maxims was, "Business before friendship; be brief in here."

Profits can be made in only one way; losses may creep into business in a thousand ways.

One of the rocks on which young business men are frequently wrecked is lack of capital.

"Cultivate your customers." This is the best way to begin to push your business.

Salary is often the smallest part of the compensation.

HUMANE EDUCATION.

By ELIZA D. KEITH.

"The coming conflicts in this country," said George T. Angel, "must be fought in one of two ways, either mercifully with ballots and other humane measures, or brutally with bullets, incendiary fires and all those destructive appliances which modern science has put into the hands of those who are being educated to use them.

"The coming combatants are in our public schools and we are educating them. Many of them never come under the influences of churches or Sunday-schools. From such our criminal class is recruited year by year at an appalling rate of increase. How many of these children can be saved to the State? Their only education in civil government, in ethics, in the practical application of moral principles to every-day life must be gained in the public schools. Upon the teacher has been shifted that moral responsibility which many parents are too indolent, too ignorant, or too vicious to discharge.

"*The object of moral education is to push thought, feeling and right decision into immediate action. It is the public school teacher who must make right doing become second nature, who must so mold the plastic nerve cells of the young child that his nervous system will become a helpful moral machine, controlling self and not trampling upon others.*

"From the earliest ages of history, the greatest study of man has been to protect men. Religion, law, science, medicine, in all their branches and manifestations, have attempted the task. But until the first Humane Society was founded in Great Britain, only 50 years ago, there was not in the whole world a single society for the protection of animals. Now that man realizes that to protect animals is in the highest degree to protect man himself, humane societies exist in every portion of the civilized globe.

"The Humane Educational Society of California, as whose representative I speak to-day, was organized in June, 1897, in our city of San Francisco. Its main object is the education of the children of this State in their duty to dumb animals. It does not trench upon the field already so well occupied by the existing San Francisco Society for the Prevention of Cruelty to animals, but hopes by educating children in habits of mercy and compassion to render the work of such associations as prosecutors less needed.

"The society also aims at organizing societies for the protection of animals throughout the interior of the State. It embraces this opportunity to urge all teachers of California to become enrolled among its members. Thru its instrumentality our local School Directors have made instruction in humane education a branch of our public school curriculum, adopting a text book on the subject. The discussion incident to its introduction has aroused unusual interest in the subject, and was it not worth something to induce parents to take cognizance of the 'new study,' even if they read the book in a spirit of antagonistic curiosity, with something of prejudice and possibly the idea that it was sectarianism in disguise? *Humane education from any standpoint must win advocates. 'Moral education,' said the late David Swing, 'was ever more easily advanced, involving, as it does, no adoption or rejection of a creed, no attack on a man's income, no loss of reputation—only the act of trying to be kind to every living thing.' To torture a dumb animal is the crime of a coward, and he who is capable of it would commit almost any crime not requiring courage.* Tyranny is the crime of the strong against the weak, and all cruelty, when not the result of ignorance, is the wicked expression of conscious power, always demoralizing to those who exercise it. Humane education inculcates sympathy and helpfulness. The humane child will become the benevolent, public-spirited man, equally averse to cruelty to animals, child lazor, human sweat shops, injustice to women, oppression in any form. Since the public school is the nursery of American citizenship, humane education must find a place in its curriculum.

"'But why was it necessary to make its teaching obligatory as a special study?' ask many teachers. 'Is it not taught under the head of manners and morals?' Our public schools were supposed to teach patriotism, and they did; some teachers making it a leading feature with a daily salute to the flag in the school room. Other teachers simply 'treated it in a general way,' until San Francisco set an example to the Nation and instituted a monthly day for patriotic observance by establishing 'Flag Friday,' thus crystalizing the patriotic sentiment into a definite expression. So with humane education—a set time was needed for any time was no time.

"*It is not enough to have the children memorize humane precepts, to read 'Black Beauty,' to gaze on noted pictures of animals, to have language lessons on the intelligence and fidelity of the dumb creatures. The humane sentiment must find expression in protective action. Every public school should have its Band of Mercy, officered by children, aiming to perform deeds of kindness, to prevent acts of cruelty, and so educate the naturally tender and sympathetic hearts of children into the habit of being kind and considerate.*

Children are so easily and lastingly impressed by ceremonial. Self-respect grows through the importance of belonging to a society, of wearing its badge, of holding meetings, of having a voice in its deliberations, in considering cases, sitting in judgment and setting in force the machinery of the society's law to reprimand or expel an offender, all these manifestations of juvenile citizenship react upon the child, lending him dignity, impressing him with the righteousness of his adopted cause, and teaching him that the power of public sentiment, as represented by the influence of his Band of Mercy in our San Francisco public schools which was organized by Miss Mary Murphy in the Jefferson Primary School some years ago, with the result that the boys almost ceased to fight with each other, though ready enough to fight to rescue an animal from ill-treatment, and little girls, strong in that moral courage inspired by their humane education, did not hesitate to plead, not to rebuke or command, but to plead with brutal teamsters, or cruel children, and with success.

"Some children respond promptly to an appeal to their emotions. Others, not yet under the benign influence of the Golden Rule, must be influenced thru selfish consideration. But that matters not; it is the object of humane education to place all hearts, all minds, under conviction. Any one can comprehend that healthy cows will give the best, and therefore the most salable milk; that well-kept chickens will bring the highest market price; that a horse, well fed, well shod, well harnessed, on good roads, will do his best for his master. Who will contend that sick cattle are fit for food? Who will deny that cattle crowded in dark cattle cars, tortured with hunger, thirst and terror, bruised while in transit and driven to a bloody slaughter, may bring sickness, perhaps death, to those who feed upon their flesh? Even those most indifferent to to the rights of others, most callous to the sufferings of the animal creation, must hesitate to perpetuate conditions that will react upon themselves with irresistible force. One of the first ideas necessary to eradicate from a child's mind, is what that old child, the world, has been so loath to let go, the idea that a man may do as he likes with his own property. Humane education is changing all that. Altho there yet stands unrepealed upon England's statutes, a law by which a man may put a halter round his wife's neck, drag her to the market-place, and sell his human chattel to the highest bidder, no man in England would dare do that to-day.

"'*I have a right to do as I like with my own child,' has weighted many a heavy blow, struck down the weak and helpless, but to-day the law arrests the descending arm and frees the child even from its own parent.*

"'It's my own property, and if I choose to destroy it, what's that to you?' is no longer an argument that will acquit a man guilty of cruelty to animals. All ownership is but temporary, and for our stewardship we must render an account, for the cattle upon a thousand hills are His.

"This subject cannot be confined to its schoolroom aspect. Not only children, but public sentiment, must be educated as to man's proper attitude towards the creatures over whom he has been given dominion. Nothing can confer a legal or a moral right to needlessly inflict physical pain or mental anguish. The teaching of the schoolroom must be reinforced and sustained by the sentiment and the practice of the community, else what effect will our words have, if even while we are teaching there floats in through the schoolhouse window the sound of the lash and the driver's oath? Our children go from a lesson in humane education into the street only to meet the coal cart of the School Department laboring up the hill to the schoolhouse, the horse slipping at every step? Of what use is it for us to teach that high check-reins are an abomination, and the practice of docking horses' tails a crime against nature, when our children can go to the park any day and see our leading, respected, representative citizens driving horses that are tortured with the overcheck, and are carrying tails no bigger than a parlor shovel?

"Why should we beg boys not to rob birds' nests on the plea that parent birds will be disconsolate, or that the nestlings will suffer? Why should we implore them to

"Spare the birds, the little birds
That sing about our door,"

because they save our crops from insect devastation, when we ourselves wear on our hats the bodies of birds, and the beautiful aigrette, the maternity of the heron. Will they listen to us with any respect when they can see us in all our refinement of cruelty any Sunday at church?

"What the Audubon Society is trying to do thru public sentiment in America, Great Britain did in 1873 by the Parliamentary enactment known as the 'bird law.' We need a law to prevent the ravages of fashion, and to protect the birds. Public sentiment is not yet able to do it, any more than public sentiment could take off the high hats in the theatres. It took a special law to do it.

"*As teachers we need the aid of every influence in our work. The press is the mightiest factor in every reform. The pure milk crusade, the agitation for pure food, the check upon the cruelties of our open markets, the passing of the brutalities of the old Dog Pound, the conviction of the man who beat his horse on the head with a hoe blade, the expulsion of the Cavalry captain from the National Guard of California, for cruelly starving his horses—all the would not have been possible some years ago, before the influence of the press had made itself felt.* Nor was there ever a more telling blow struck at the gentlemanly sport of hunting, of killing for killings' sake, than when the *Examiner* sent Annie Laurie to write up the pigeon shoot; where the moral descendants of those Roman ladies who frequented the amphitheatre and arena, who could gloat over mortal combats, and unmoved witness the dying agonies of a gladiator—the moral descendants, I say, of those Roman ladies, could sit and laugh and chatter under the blue sky of Monterey as the birds fell at their feet—even in their laps—fell with bleeding breasts, or fluttered by with broken limb or trailing wing.

"Oh, do not let our children know that the buffalo in the humane paddocks in Golden Gate Park are the last of their race, a race all but exterminated in sheer wantonness, shot down for a moment's sport, as the Grand Duke Alexis, the guest of the nation, shot them from the platform of an overland car, leaving the carcasses to rot where they fell. Oh, never let our children know that American men were guilty of such cowardly brutality.

"It should be the proud boast of Californians that dogs never go mad in this glorious climate; that our cattle are the finest, our horses the fleetest. Still more, because of the invention of a San Francisco man, A. S. Hallidie, the cable car took the tired, overworked car horse out of harness, and no longer allowed us to be a party to the crime of cruelty to animals, of killing horses inch by inch. It was not possible to teach the young child kindness to animals when he could look out of the car window and see a man running in the street, alongside the horses, lashing them at every step up the hill.

"*Humane education calls for precept in the schoolroom, for example in the child's surroundings, and by practice in the child's personal relation to the brute creation. A schoolhouse cat, petted and fed by the children, day by day, is a greater moral agent than a thousand injunctions not to tie a tin can to a dog's tail.*

"We all enjoy the exercise of power. The child's first conception of power is brute force. Baby hands crush the fly upon the window pane; baby feet toddle upon the worm in the garden path. When should the humane education of the child begin? Before it is far away from the cradle? Yes, and with the awful example of Jesse Pomeroy as an instance of parental influence, who will hesitate to say that the humane education of the child must begin before its birth? But as teachers we have to deal with children as we find them, and strive to overcome all the adverse influences attendant on their birth, active in their homes, even to the strife-inciting toys that some parents put into the hands of their infants.

"Guns, swords and whips seek for an object on which to be exercised. Go to the Mechanics' Fair any year, watch the boys and girls with their newly-bought ten-cent whips, cutting the air and slashing at each other. Who doubts that those toy whips will be tried on the first small dog met on their way home? The City Fathers did a good thing for the morals and manners of the rising generation when they banished the slungshot and the putty blower from a boy's collection of toys, and the tiniest Noah's Ark is worth a whole regiment of tin soldiers as a lesson in humane education. It is an achievement worthy of any teacher to develop the idea in a child's mind that kindness is a greater power than brute force. Any one can cry 'Scat!' but not everyone can induce a kitten to come at the sound of his voice. Any one can frighten an animal, but it is not every one that the proud and watchful mother of a litter will permit to approach and fondle her puppies. No childhood can be fully rounded out without the companionship of animals, 'our little brothers,' as Tolstoi calls them. In their likeness to the passions that sway us, the child takes one of his first lessons in the study of human nature. A child owning a pet should be taught to be a kind master. Country children learn this more readily, perhaps, than city children, since the animals on the farm represent both capital and labor. But the city child's pet does not have a monetary value in his eyes. It is too often only a toy. If anything could excuse the telling of myths as realities to a child, it would be to teach kindness to animals, under the allegory that they are human beings in disguise. Under proper conditions every child should own a living creature. It teaches him kindness, gentleness, self-control, a sense of responsibility for the animal's welfare, develops a love that comes from doing for others, and illustrates the power of the human voice.

"In teaching tricks to an animal, the child will learn to be firm, definite in his direction. He will learn how to punish, to reward and to praise. Above all he will learn to be honest, for a dog never forgives a deception, and best of all, he will learn what fidelity and loyalty mean. For my part, I cannot see why lessons in humane education should not include lessons in the training of animals, and if a pet dog can be brought into the class room, and the teacher be able to illustrate her lessons with the live object, so much the better. I have seen it done with good effect.

"The effort of a dog to understand his master's wish, and to execute it is a living demonstration of attention and obedience, quite as important for the child to learn as the number of toes on the paw of a cat. I do not hesitate to repeat it, a child who is brought up with animals as playmate who learns through them to be humane, and for the sake of their memory to be kind to every living thing all his life, will be a good citizen, a broad-minded man seeking the best good of his fellow creatures. Clean kennels, comfortable stables, well lighted, well ventilated school rooms, sanitary homes—one follows the other more closely than we are apt to think.

"The child whose dog has died from poison will, as a man, have very clear ideas on property rights, and oppose the practice of adulterating food and jeopardizing human lives. The child whose wounded pet had to be killed to put it out of its misery will as a man, advocate humane methods of slaughtering cattle, and know the quickest, most merciful way of ending an animal's life. The child who has stood beside a dying pet and caught the last look of confident appeal, can never be unmoved by suffering. The child whose heart broke at the words, "Don't cry so, Rover was only a dog; he's dead, and that's the end of him," has already begun to study the problem of existence. As he grows older he will have no patience with the arrogance of men that to the question, "Does death end all?" has answered in the affirmative for all creation except man himself.

"Those who have oppressed dumb animals do well to deny any hereafter to the 'brutes which perish,' and they are equally justified in preaching hell fire and damnation: they deserve it. But as so great a mind as Agassiz believed in a future life even for some of the lower animals, those of us who long to see a faithful animal friend again need not be ashamed of the thought. That animals have souls we cannot say, nor can we deny it. There have been natures grand enough in their comprehensiveness to be in correspondence with the instinct-soul of the brute creation. It appealed to Rosa Bonheur. Sir Edwin Landseer found it in the Shepherd's Dog. It speaks to us in 'Rab and his Friends.' Ouida has brought it out with startling distinctness in a 'Dog of Flanders': its accusing eye pierces the 'Ancient Mariner' and it calls to us in Black Beauty.'

"'*Not a sparrow falleth, but its God doth know. All creation groaneth together. We, then, that are strong, ought to bear the infirmities of the weak. Shall we do so—or shall we pass by on the other side?*'"

To Thyself be True.

Thou must, to thyself, be true
If thou the truth wouldst teach:
Thy soul must overflow if
Thou another soul wouldst reach.
It needs the overflow of love
To give the lips full speech.
Think truly, and thy thoughts
Shall the world's famine feed;
Speak truly, each word of thine
Will be a fruitful seed;
Live truly thy life will preach
A pure, most noble creed.

—*F. E. Reynolds.*

Life.

Is this all of life, full of turmoil, strife?
To-day we have life, but to-morrow die.
Knoweth the sunrise its own setting? Aye,
No! Nor you, nor I, e'en one hour cannot tell
If in heaven, or hell this soul forever dwell.
Then a good word tell; it will cost no more,
And may cure some sore feeling; a friend of yore
May forgive, be as before. 'Twill not only make life
Better, but, by the strife, may lead one to another,
And with Him, some other, all find a home forever.

—*F. E. Reynolds.*

The Boston Owl.

Bostonian owls, they say,
In the dusk of a woodland way,
Call out thro' the twilight gray!
Instead of To-who,
As other owls do,
To-whom? To-whom? To-whom?
So highly grammatical they—
You may hear them thro' the gathering gloom,
To-whom? To-whom? To-whom?

—*Carrie Shaw Rice.*

If anything turns up in one's favor, he must turn it up; standing still awaiting something to turn up of itself, will surely turn him down the "Stream of Time" an aimless wanderer.

THE SCHOOL-BOOK MAN IN EDUCATIONAL WORK.

Address delivered in Metropolitan Temple before the State Teachers' Association, on Friday, the last day of the session, by Fred M. Campbell, Ex-State Superintendent of Public Instruction, now representing the American Book Company.

I suppose I ought first of all to tell you why I am here. In this connection I am reminded of the boy whose teacher told him to bring an excuse from his mother:

"But ma ain't home," said he.

"Very well, then, bring an excuse from your father."

"Huh! he ain't no good making excuses, ma ketches him every time.".....

I am like that boy's father.....

That's why I am here.

In the term "school-book-man," I include authors, publishers; brains and capital, and ... excuse me .... modesty forbids.

The book-man of to-day is peculiarly an American institution. No other country has anything like him; and, being American, it is particularly fitting that he should be thoroly representative of our national characteristics. What these characteristics are, at least so far as the agent is concerned, I am still too modest to tell you. However, I do want to say a word in all seriousness about the dignity of the calling which it is my privilege to represent here to-day; for I propose to speak first of the agent. I know it is deemed quite in order in some places and by some people to look askance at the bookman as a sort of compromise between the confidence man and the lightning-rod agent, and there are those (not the biggest people it is true) who sometimes act as if they don't quite like to be seen in public with him for fear people will think they are being improperly influenced in some sort of way. But that a better feeling is coming, — indeed, is already here,— is manifest by the fact that he has been given an honored place on the program at this session of the State Teachers' Association of California. And right here, for myself, and on behalf of book-men generally, I desire to return appreciative acknowledgements that thus publicly we have been accorded what we know to be our proper place as an important factor in the educational work of this great State and nation. Nor is this Association the first to give this recognition. At the annual session of the National Educational Association held in Milwaukee last June, Mr. Gilman H. Tucker, Secretary of the American Book Company, read a paper on the "Relation of Publishers to Education." If that paper could have been read by you all it would leave me little to say. Of course, it is still the fashion for newspapers (and others sometimes) to hint vaguely at all sorts of crooked practices, of contracts secured by jobbery, etc. But does anybody ever stop to think that this sort of thing cannot be generally true, because on such foundations no business could stand; and whether you question their methods or not, the owners and managers of the great school-book houses are, first of all, keen, far-sighted business men — too far-sighted to commit commercial suicide.

BOOK HOUSES ARE KEEN, FAR-SIGHTED BUSINESS HOUSES.

Nor do they always, nor indeed generally, I believe, go to insane asylums or homes for the feeble-minded to select their representatives in the field. Of course, there may be here and there instances of dishonest methods, just as there are in every other business and profession, but I doubt very much if such practices are any more common in the school-book business than in any other. And this is said in the light of many years' service as teacher and school-officer, and of a briefer experience on the other end of it.

To hold a contrary opinion is to reflect unfavorably upon the people engaged in educational work, with whom publishers and their agents must deal. So let's have done with these vague hints and insinuations, but by all means let any and all attempts at unworthy methods be promptly and boldly exposed and punished to the full extent of the law. For did it never occur to you that the book man is after all a being quite like ourselves, with feelings to be hurt, and with hopes and prospects to be thwarted? That his calling may be as dignified and as honorable as yours, if conducted honorably and on a high plan? Nay, it not only may be, but it is, — and, speaking personally, if you will pardon it, I feel that the work in which I am now engaged is as distinctively educational, as dignified, and as honorable as that of any of the positions which I have filled as teacher or superintendent.

THE BOOK MAN BRINGS NEW THINGS.

The book man comes to you with the newest and best things from the best minds in your business. He is one of the mediums — sometimes the only medium, — through which you keep informed as to what progress is being made in the improvement of your text-books, which are your tools. He sends you announcements, and sample copies of the best things, — the latter, frequently, to the amount of thousands of dollars (in the case of one house I know of, more than $3600 worth here in California last year). In his wanderings about the country he comes to you, shut in it may be by the narrowing influence of your environment, with the fresh, invigorating breath of the great outside world. He tells you and shows you what he has that is new; what others are doing in other places, what experiments are being tried, what successes achieved.

Nor are the instances few in which his experience, suggestion, counsel, advice, or the inspiration of his enthusiasm, have been of direct and valuable assistance to you in your work. Glance backward over your individual experiences and say to yourselves whether or not this claim is well founded. Let the following illustrate what I mean.

THE BOOK MAN'S HELPFULNESS.

Several years ago a young man, just graduated from college, secured a position to teach a tough country school. The school was badly demoralized and he found it a very difficult matter to get the young people interested in anything

He tried his best to make things go, but without success, — at least it seemed so to him, although the school was as good as it had ever been; but this did not satisfy the ambitious and conscientious young teacher. The school did not have the breath of healthy, vigorous life, and he knew it.

One Friday night, after a day of even harder work than usual, completely disheartened he left the school-house, and started for his boarding-place determined to write out his resignation and try some other field of usefulness. On his way home he had to pass the railway station where the evening train from Chicago was about due. Listlessly the teacher joined the group of idlers so common at the arrival of trains in country towns. The train rolled in, and, among others, a book-man alighted. He was a breezy, enthusiastic fellow, and asked the first man he met where he could find the teacher of the school.

"That's him there," jerking his thumb over his shoulder toward our young friend.

The book-man walked up in his brisk, business-like way, and introduced himself.

"I am very glad to meet you, Mr. ——," said the teacher, "but I feel that your time will be wasted stopping here, for I am going to resign and should not want to suggest any changes under the circumstances."

"Going to resign? What's the trouble?" for the sympathetic book-man saw at once there was something wrong.

"Oh, I don't seem to be able to make things go, some way, and I am going to try to find something that I *can* do."

"Now, look here, I want to talk with you. You come over to the hotel and take dinner with me; then we'll talk about your case. I know the disease, have seen all the symptoms dozens of times," and so on in his breezy way through the dinner and afterwards, till he got the whole story out of the young man. Then he started in making suggestions and offering sympathetic and

friendly criticisms, till he had quite won the confidence of our young friend. At last he brought out some new text-books containing some new methods which he presented with such enthusiasm that the young man caught the inspiration and determined to try their effect in his school. He did so, and with such gain in interest to his pupils and pleasure to himself that there was no more talk of resigning. Moreover, the spark of enthusiasm grew till the school became the best in the county, and the teacher was promoted to a better place. He has since moved steadily on till now he is one of the best teachers in your State. You all know him, and you all respect and honor him.

Not very long ago I called on him. He shook me warmly by the hand and said, "Mr. Campbell, I am glad to see you. I am always glad to meet agents of the great publishing houses. In fact, I owe all that I am to one of them," and then he told me his story as I have told it to you.

THE BOOK MAN, THE ADVANCE AGENT OF CIVILIZATION.

Ours, too, is an ancient, as well as an honorable fraternity. In one sense we are commercial travelers, and from the very earliest times the commercial traveler has been the advance agent of civilization. We read in Holy Writ that the ancient Hebrews sent men "to spy out the land,"—commercial travelers (and they've kept it up *pretty* well ever since.

If profane history may be believed, the ancient Egyptians and Assyrians had their business agents out in all directions.

You remember Cæsar tells us that when he first went into Gaul he found that he was not unknown there. His name and his fame had preceded his personal advent, having been carried there by the commercial travelers. And so you see, we come to you with all

"The boast of heraldry, the pomp of power,"

(even if we can't always truthfully add Gray's next line)

"And all that beauty, all that wealth e'er gave."

The great bulk of business in all lines is now conducted thru commercial travelers. It is estimated that more than 1200 now go out from this city of San Francisco alone, and I learned the other day that one business house here has fifty-one men in the field at this time. On the trip from which I have just returned I met the commercial travelers everywhere, and a bright, active, energetic, intelligent, industrious set of fellows they are, too.

The local dealer welcomes the coming of the traveler carrying goods in his particular line, and gladly goes to the sample rooms in the hotel to see and examine what he has brought.

I bespeak for the school-book-man in the field, the representative of the great authors and the great publishers of this country the same cordial welcome from the teachers and school officers to whom *he* shall go. He is *your* commercial traveler—the advance agent of the newest and best educational thought, progress, and methods all in definite form for practical application in the great work you have in hand.

AUTHORS AND PUBLISHERS.

I wish now to occupy the remainder of the brief time allotted me, with a few words concerning authors and publishers. A text book, to be worthy of any consideration at all, must be, not merely so much raw material of the intellect, but the creation of a work of art out of such material.

The text book maker crystalizes more pedagogical thought into a practical educational appliance when he makes a *good* text book than could be distilled from a year's course of seminary lectures. And any Professor of Pedagogy who sets himself to work to make such a text book on any subject, will find in the undertaking a larger and more discriminating use for his pedagogical wit than class-room work or teachers' institutes could ever inspire or call forth.

There are three ways in which text books are made. The *Author* makes them, the *Publisher* makes them, or the *State* makes them. As a general rule, the books rank in excellence in the order named.

THE MAKING OF BOOKS.

In the first class (author-made books), the method of growth is as follows: Some teacher "who has mingled his thought with his toil," comes to the conclusion that existing methods of presentation can be improved. Accordingly he supplements and cuts the best book he can find until it suits his purpose after a fashion; then he prepares manuscript additions and substitutions. His work is arduous, but it pays. After a time, out of the accumulated material he prepares a book. Then comes the struggle to find a publisher. By the way, do you realize how much faith and confidence publishers must have in you and in your intelligent appreciation of merit to put thousands of dollars into improvements in books for your use? Do you ever think of the courage it requires to undertake the financial responsibility for something which may be so radical a departure from old methods that there are very grave doubts as to whether the great body of teachers will take up the reform advocated or not? When you talk about the "enormous profits of the publisher," do you ever think how many times they put their money into some teacher's plan for improvements along some line of instruction and it fails? Do you realize that for every successful book published, there are dozens of failures? How many times do you think it would have happened that the best methods would have remained practically unknown except for the enterprise and courage of some publisher?

But let us return to the author. When he finds his publisher his troubles are by no means over. Many of the best text books have been prepared by men and women who had almost no knowledge of the ways of compositors, and of how to get their copy into intelligible form. As a result, there is a long, hard struggle with the proofs. Sometimes when the author sees his matter in printed form, it does not look at all as he thought it would. Improvements in order and arrangement suggest themselves, and frequently whole chapters are re-written; changes in type seem necessary, and pages are often re-set many times. All this expense the publisher patiently bears because he wants the book as nearly perfect as possible. Then finally our author must hunt up some friend among the college professors to wade through the proof and eliminate error. No one who has not tried such proof-reading can appreciate the self-sacrifice which the labor requires. Moreover, the publisher, on his own account pays for the careful reading of the proofs by the most eminent specialists in the subject treated, whose services he can secure.

At last, the last page of the positively last proof has been corrected, the forms have been electrotyped, and then, just as the first copies come from the press, the author discovers something which needs to be changed, and a word here and there has to be cut from the plates, and others substituted.
are engaged in the grade of work for which the books are designed rather than in an entirely different grade, whether higher or lower.

Last and least we come to *State-made* books. These are unique with us here in California. No other State has ever gone into the authorship and publishing business.

Concerning the process of manufacturing these books, I can add nothing to the knowledge you already have. As to the results of this experiment in California, in the cost of the books and in their quality, it manifestly would be in bad taste for me to speak. You are thoroly informed on the subject, and your judgment as users of the books, and as impartial and disinterested parties, would not be modified by any expressions of mine, whether of commendation, or of condemnation.

I will only add, in conclusion, that with books as with everything else, including men for all kinds of work, the strongest and the best are the results of healthy competition—that it is another case of developement, where, under normal conditions, the fittest survive. Without competition—free and open competition of authors, of printers, of publishers of agents, of teachers—the best results are not obtained *anywhere*; nor am I entirely persuaded to believe it has yet been quite satisfactorily demonstrated that even the wonderful possibilities of our California climate can either nullify or modify this law.

THE PUBLISHER-MADE BOOK.

As to the publisher-made book, the method is usually about as follows:

The publisher needs a new, strong book on some subject in which he is getting the worst of the business competition. So, not being confined by State lines, he looks around over the whole country, and finds somebody whose name, fame and position will carry weight, and engages him to make the book. Such a book goes through practically the same process of manufacture as already described, except that the first steps are not the same; because, while the author-made book grows out of the needs and suggestions of the school-room, the publisher-made book is made *to fit them* and also to have good talking points for introduction. Sometimes really good books are produced in this way, but the rule is the other way. And right here let me add also as a general rule, that the best text-books whether author-made or publisher-made, will be found to be those whose authors (scholarship being equal),

Madison Babcock has been elected vice-principal of the San Francisco Girls' High School.

C. W. Roby, ex-Supt. of Fresno City schools, has been elected vice-principal of the Burnett School, San Francisco.

J. C. Muerman, the successful Superintendent of Moscow, Idaho, city schools, was married recently.

Hugh J. Baldwin, ex-Pres. of the California Teachers Association, has been appointed Justice of the Peace of National City. Hereafter it will be Judge Baldwin.

Prof. Edward Starbuck of Stanford University was taken seriously ill at the Grand Hotel during the meeting of the California Teachers' Association, and was unable to fill his appointment.

Harr Wagner delivered his well known lecture, "The Story of Liberty," to the students of Hoitt's School, Burlingame, Sunday evening, Dec. 6th.

Arrangements are being made by Prof. Getz and the Faculty of the State Normal School at Ellensburg, Washington, for a Summer School of Methods.

Alex. B. Coffey delivered his famous lecture, "Fruits of the Press," that has pleased the people from Whatcom to San Diego, at the Y. M. C. A., San Francisco, Dec. 22nd, to a large and appreciative audience.

Dr. W. A. Finley has been appointed Superintendent of Madera County, vice B. A. Hawkins, resigned. Mr. Hawkins has been ill for more than a year. Dr. Finley is a well known educator, having been engaged in private school work in Santa Rosa, San Francisco, and other places, and has acted as deputy during Supt. Hawkins' illness.

Recorder James Sutton has just made public the latest figures in regard to the student enrollment of the University of California. In the college at Berkeley there are 905 men and 650 women; total, 1,565, which is 135 more than this time a year ago. There are 716 students in the professional colleges in San Francisco. This makes the total enrollment 2,281, against 2,150 for January 1, 1897. There are 147 graduate students, an increase of 39 during the last year.

The following Scholarship Graduates of the Prang Normal Art Classes, are Instructors in Drawing in Normal Schools: Miss Bertha Coleman, Instructor in Drawing, Normal School, Brackport, New York; Miss Florence H. Fitch, Teacher of Drawing Normal and Industrial School, Milledgeville, Georgia; Miss Helen M. Goodhue, Instructor of Drawing, Normal School, Cortland, New York; Miss Alfaretta Haskell, Instructor in Drawing, Normal School, Oshkosh, Wisconsin; Miss Jessie Spencer, Instructor in Drawing, Normal School, Mankato, Minnesota; Miss Ruth Warner, Instructor in Drawing, Training School, Brooklyn, New York.

The following prominent teachers and supervisors of drawing are scholarship graduates of the Prang Normal Art Classes: Miss Ida E. Boyd, Assistant Supervisor of Drawing, Brooklyn, New York; Miss Lilla A. Nourse, Teacher of Drawing, High School, Pratt Institute, Brooklyn, New York; Miss Jessie Patterson, Supervisor of Drawing, Winnipeg, Manitoba; Miss Margaret J. Patterson, Supervisor of Drawing Portsmouth, New Hampshire; Miss Estelle E. Potter, Supervisor of Drawing, New London, Connecticut; Miss Harriet L. Rice, Supervisor of Drawing, Providence, Rhode Island; Mr. E. Newton Reser, Supervisor of Drawing, La Fayette, Indiana: Miss Wilhelmina Seegmiller, Supervisor of Drawing, Indianapolis, Indiana: Miss Ruth Warner, Instructor in Drawing, Training School, Brooklyn, New York.

TEHAMA COUNTY TEACHERS' INSTITUTE.

The twenty-sixth session met at Red Bluff, Dec. 20, 1897. Supt. O. E. Graves, president; Miss Naomi Baker and E. B. Warmoth, vice-presidents; J. D. Sweeney, secretary; Edith K. Johnson, assistant secretary; Anna Graves, pianist; and G. K. Bingham, musical director.

Prin. C. C. Swafford of Red Bluff High School, delivered a concise lecture on "Preparation for the High School." Prof. E. H. Griggs of Stanford, spoke eloquently on "The Ethics of School Organization and Discipline." Misses Delia Fish and Belle Mathews presented "Language in the Grammar and Primary Grades Respectively."

The evening was devoted to a literary entertainment and reunion.

On Tuesday, the second day, Prof. Griggs in the morning lectured on "Influences of Teachers and Parents in Moral Education." It was a pity the audience room was not full of parents to listen to the address.

In the afternoon he spoke on "Systematic Reading Courses for Teachers." He impressed upon the teachers the fact that they must grow to be successful, that they must find time to develop in some special line. He outlined "Courses in English Prose," "Ethical Teachers," "Friendship," and "American Literature."

In the evening he lectured an a "Walk in Florence," and for over an hour conducted his attentive audience thru the streets, into the cathedrals, and before the paintings of the masters. He impressed his hearers with the fact that he was thoroly conversant with his subject and heartily in earnest.

Reading in the several grades was discussed by Misses Albright and Nangle and Myron Yager.

Prin. J. D. Sweeney of Tehama, discussed "Hill's Lessons in Geometry." His remarks led to continued argument on the advisability of having elementary geometry in the grammar grades.

On Wednesday, the course of study was discussed by the institute, led by Misses Rhoda Kemp and Edith Johnson and Prin. A. W. Glover of Corning. The teachers were requested to send in suggestions as to any changes in the course they deemed advisable.

Miss Mattie White ably discussed the whole subject of percentage.

Question 11 of the Council of Education was the subject of a paper by Miss Mollie Owens.

R. L. Douglas spoke on question 12. The concensus of opinion was that history stories should be given to all lower grades, that the sixth grade study biographies of Americans after the manner of Montgomery's History for beginners, that the seventh grade study an elementary history, and that the regular text book be begun in the eighth and completed in the ninth, and that civil government be taught during the last part of the ninth grade.

Prof. B. F. Allison of Red Bluff High School, discussed question 13. Upon a motion a committee, B. F. Allison, J. D. Sweeney, Lena K. Nangle, Virginia De Shields and Edith K. Johnson, were appointed on Nature Study with instructions to report a course of work to the Board of Education prior to May.

Wednesday the teachers were taken thru "Auld Ireland and Bonnie Scotland," by Rev. J. W. Lundy, who presented a series of views of those two countries.

On Thursday Hon. S. T. Black, State Superintendent, gave his views on "The Certification of Teachers." His ideas are logical and practical and we hope to see them operative in the near future.

Prin. G. K. Bingham of Red Bluff, explained how to teach Word Analysis.

The afternoon was devoted to an experience meeting and the report of committees. In the first the roll was called by districts, and the teachers responded by a question on methods, discipline, etc., which was fully discussed. This work has been followed for the past three years.

The committee on a course of reading made a partial report, and the resolutions were about as usual.

In the evening Rev. T. H. Gilbert lectured on "A Right Education, the Basis of True Liberty." He presented the subject from the standpoint of a churchman, and argued that without moral training there was no right education and there could be no moral training without religious instruction. He deplored the fact that parents now leave all the moral training to the public school and all the religious teachings to the Sunday school. Simple universal religious truths should be taught. Why not teach about David, Joseph, Moses, Daniel and Joshua as well as of Jason, Hercules and Jupiter?

We all feel that the meeting was an inspiration, and as we are a part of all we have met and heard, we will return to the school room with new life and renewed activities.

C. C. Adams was present during the session and presented the publications of The Whitaker & Ray Company. S.

SACRAMENTO, Jan. 17, 1898.

TO COUNTY AND CITY SUPERINTENDENTS:—The Lincoln Monument Association of San Francisco, W. W. Stone, President, is making extensive preparations for the celebration of "Lincoln Day" on February 12th, 1898. They have asked this office to

name a committee on public school celebration. In accordance with this request, I name each County Superintendent of the State as such committee, W. W. Seaman chairman; and recommend that each member of this committee constitute himself or herself a special committee of one to take up this matter within his or her jurisdiction, and prepare and have carried out a suitable patriotic program in the schools. The Association through its president, will be glad to co-operate with you in making the day a patriotic and profitable one to the children of the State. Respectfully,

SAMUEL T. BLACK,
Supt. Pub. Instruction.

The Fisk Teacher's Agency, located in San Francisco, 420 Parrott Building, secured a number of places for teachers, and a strange thing for California had to advertise for applicants for a high school position.

The S. F. Teacher's Club is a growing institution and its influence is felt for good in the department.

The Lincoln Monument League, W. W. Stone, President, has issued a lithographic picture of Lincoln, price $1. The League has done active work in securing the proper observance of Lincoln Day in the schools.

Leo Pauly has been elected principal of the Kern City schools. He was formerly located at Tehachapi. His many friends are pleased to know of his promotion.

Susan Lord Currier, the well known writer and teacher, has entered for the post-graduate course, Pedagogical Department, at Berkeley.

The following Institutes will be held this spring: Mendocino, Sonoma, Marin, San Mateo, Riverside, San Bernardino, Los Angeles, Orange and Nevada.

The Southern California Teachers' Association will meet at Los Angeles, March 31, April 1st and 2nd.

Pres. Greeley and his executive committee are arranging a program that promises to be of special interest.

Supt. Greenwood, Pres. of the N. E. A., and the "only Winship," have already accepted places on the program.

Eugene De Burn, ex-city superintendent of San Diego schools, has been elected principal of the Adams School in Umatilla Co., Oregon.

The Oregon State Teachers' Association met in Portland Dec. 28th to 30th.

Chas. H. Keyes, now of Holyoke, Mass., is mentioned as a probable successor of Dr. Edwards of the Washington University.

Only five out of twenty-two applicants for teacher's certificates passed the Tulare County primary grade examination successfully.

A resolution protesting against "the habit of male teachers parting their hair in the middle" has been adopted by a teacher's institute in West Virginia.

From Santa Clara County comes the report that about sixty teachers in and about San Jose have availed themselves of the privileges offered by the teachers' annuity and retirement fund of that county.

Prof. Edward Howard Griggs has been appointed head of the Department of Education, Stanford University, with Prof. Edward Cubberly, City Supt. of Schools of San Diego, as his assistant. Prof. Cubberly's appointment will not take effect until Sept. 1st.

The death is announced at her home in New York, of Mrs. Rebecca D. Rickoff, a well known author of school books. She was formerly a resident of Anacortes, Wash., and was the mother of Miss Bertha Monroe Rickoff of San Francisco, who won some fame as a writer. Mrs. Rickoff was the wife of Dr. Andrew J. Rickoff, a well known educator. In collaboration with her husband and Dr. William T. Harris, the present United States Commissioner of Education, she published the Appleton series of readers, being the author of Appleton's charts, chart primer and first and second readers. These books had a large sale.

An Inland Empire Teacher's Association was organized to cover the territory embraced in eastern Washington and the pan handle of Idaho. Prof W. J. Spillman of Pullman was elected president; Prof. J. A. Mitchell of Spokane, vice-president; and Supt Muerman of Moscow, Idaho, secretary. The first meeting is to be held at Pullman during the spring vacation. Prof. Spillman expects that a new State will be formed some day of eastern Washington and northern Idaho with Spokane as its capital. An Idaho teacher thought the pan handle rightfully belongs to Washington. The institute was a great success; its praises were sung by every one, and Supt. Hopson was the recipient of many compliments. Supt. Hopson will go down in educational history as the father of the Inland Empire Teachers' Association. It would have been a neat thing to have made him the first president.—*From the N. W. Journal.*

Beware of Ointments for Catarrh that Contain Mercury.

As mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucous surfaces. Such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is tenfold to the good you can possibly derive from them. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, Ohio, contains no mercury, and is taken internally, acting directly upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally, and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free.

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120, **Poe's Gold Bug, and other Tales.** With Notes. Paper, 15 cents. Nos. 118, 120, are edited by WILLIAM P. TRENT, Professor of English and History in the University of the South, Sewanee, Tenn. (*Nos. 119 and 120, also bound in one volume, linen, 40 cents.*)

A descriptive circular, giving the table of contents of each number of the series, will be sent to any address on application.

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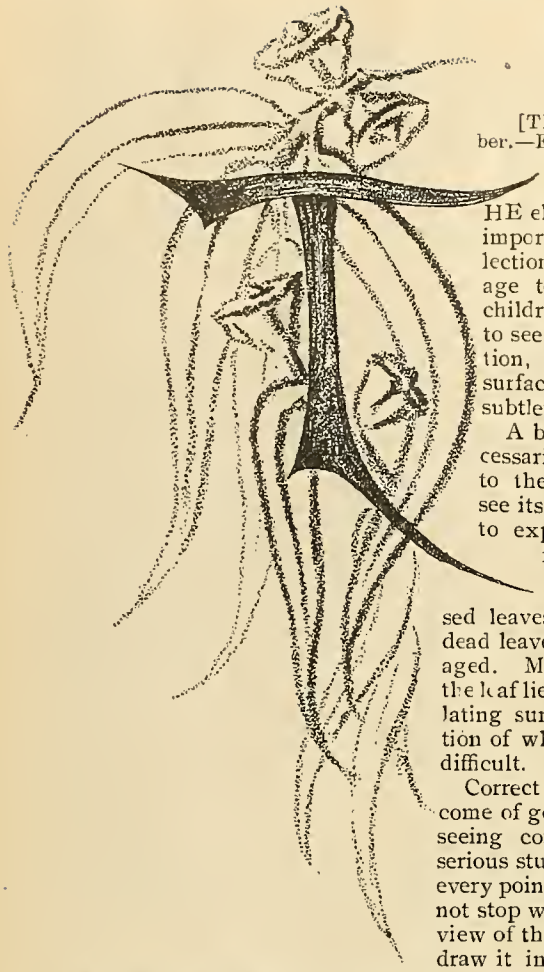
THE DRAWING OF FOLIAGE

BY KATHERINE M. BALL

[This is a continuation of article by the same author, which appeared in November and December.—Ed.]



THE element of beauty is an important factor in the selections of examples of foliage to be studied. The children should be taught to see the beauty of proportion, the graceful flow of surface and line, and the subtleties of color.

A beautiful leaf must necessarily be an inspiration to the individual who can see its beauty, and a desire to express this, naturally follows.

Drawing from pressed leaves, which are always dead leaves, should be discouraged. Much of the beauty of the leaf lies in its rolling, undulating surface, the representation of which we find to be so difficult.

Correct drawing is the outcome of good seeing, and good seeing comes only thru the serious study of the object from every point of view. We should not stop with drawing the face view of the leaf, but we should draw it in different foreshortened positions, positions in which we see parts of the surface roll over and apparently change its shape.

Children should be taught to recognize the principles that govern appearances, so that they may avoid making serious mistakes. For example, when a leaf has a part of its surface rolled over, that part must be of such a size and shape, that if turned back the shape of leaf will be normal, see 14-15 Again, where the leaf turns as in line 1-2 of Figs. 14 and 15, the direction of the line must be straight, i. e., the line may be irregular—curving up and down, but it must be of such a character that it may be blocked in with a straight line. This principle can easily be illustrated by experiments with a leaf or a piece of paper.

It is also important that invisible edges be drawn, so that lines may be found to be continuous and come from their proper places. For example, in Fig. 15, the left margin proceeds from 3 to 1 to 4, and the right from 5 to 6, and then passes under and comes out at 2 in continuous line and proceeds to 4. In the same way, the mid-rib begins at 7, continues to 8, passes under and comes out at 9, terminating in 4. Too frequently we see these principles violated as in Figs. 16 and 17.

It would be impossible to turn back the roll-over in Fig. 16, and in Fig. 17 the leaf would be abnormal in shape, while the mid rib expresses an impossibility.

The aim of artistic representation should be to render simply, and to draw only the essentials. It is as important to know what to omit as it is what to draw, and when the object is so near the eye, as it must be in such an exercise, the child is apt to see and emphasize too much of detail. He should be taught to look at the object *thru the eyelashes* or *with eyes half closed*, thereby seeing only general features, and in drawing to eliminate all that is unnecessary.

Children should be cautioned about drawing too many veins. Sometimes it is wise to limit the number. Frequently a child's drawing of a leaf is merely a network of veins and veinlets.

Again, special attention should be given to the manner in which the veins grow out of the mid-rib, for sometimes the growth is tangential, while at other times it is angular.

The drawing of the margin is also important; when plain or wavy there is not much difficulty, but when serrated or lobed there is a tendency to try to draw every little tooth. A suggestion is all that is necessary. Then again we find that the teeth of the serration are frequently cut too deep and are apt to be pointed in the wrong direction.

Children often see things which they do not know how to express without assistance. This is true in their treatment of the stem. With a little help they soon see that a double line expresses the idea of thickness much better than the black mass that is so common.

After drawing a series of leaves in the order given and according to the methods suggested, the children should have acquired not only power to see appearances, but skill to express pictorial representations that will enable them to proceed to the more difficult work of the drawing of twigs, sprays and branches.

It is the experience of teachers that stems, generally, are very poorly drawn. This is probably due to a prevailing feeling that they are of little importance. It is therefore necessary to emphasize the necessity of carefully studying them, and for this purpose special lessons on twigs should be given.

Bare stems are never interesting, but pleasing studies may be found in oak twigs, that have acorns or oak galls attached, or in pine twigs with cones or eucalyptus twigs with buds, and others of a similar character. Owing to their imperishable nature, such twigs may be kept from term to term and always be found useful.

The selection of the twig is of importance. It should be pleasing and shapely and should be arranged for representation so that its flow of line may be seen to the best advantage.

Before attempting its delineation it should be carefully studied, not only with regard to the kind of stem, whether round or square, smooth or rough, its characteristic detail or general irregularities and manner of growth; but also with regard to the appearance of its position, size and shape. Slow and careful analysis and rapid execution are apt to result in satisfactory draws. In the drawing, the study should be blocked in with very light lines—always drawing the longest and main stem first, then the smaller stems, and last, such remaining features as acorns, cones, etc. It should then be thoughtfully lined in and accentuated.

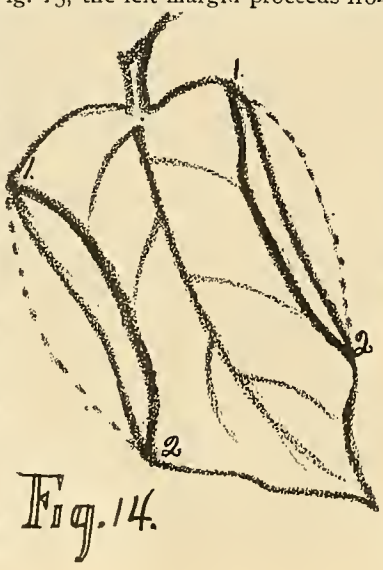


Fig. 14.

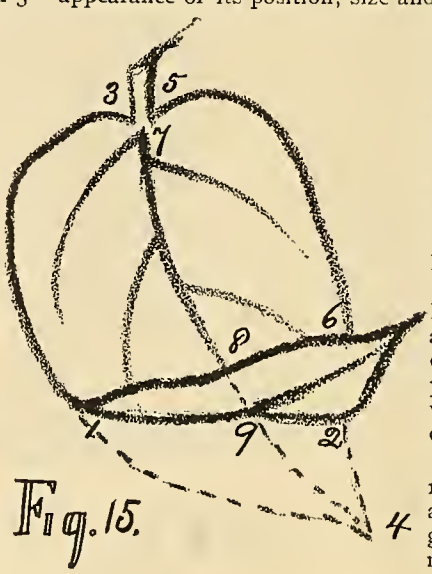


Fig. 15.

While in the drawing of leaves, it is desirable to omit all unnecessary details and draw only such essentials as express the idea, in stems teh reverse is true and details are carefully drawn.

Stems should always be represented with a double line, and special attention should be given to express accurately the method of one stem growing

out of another, as well as the fact that the parent stem is always larger than the stem that grows from it. Careful representation should be given to the ends of the stems, which are often neglected and left open, instead of being represented as ragged or cleanly cut. The ends should be as carefully drawn as any other part of the study.

From the drawing of leaves and twigs we progress naturally into the drawing of sprays and branches. Again the selection of the subject, its arrangement for study and subsequent analysis, together form an important part of the exercise and prepare the way for a successful representation. To study the spray or branch we must take into consideration the effect of the whole, and then proceed to the study of its individual features, such as the length and direction of the stem, the number and kind of leaves, and their method of growth. We see that not the whole of each leaf is visible, and also that the leaves are not all seen facing. Some are seen in edge view and some in foreshortened view. Some show us their upper surfaces and some their lower, while others roll over in such a manner as to show a part of each.

In the drawing, we should indicate the shape of the whole mass by light straight lines, block in the main stem, then the leaf stems, then the mid-ribs of the leaves, and finally the leaves themselves. Over these lines we should draw the curved lines that express the shape of the object, then add the necessary detail and finally accentuate such lines as we wish to make prominent.

Accentuation here presents us with a new problem. The study now consists of a series of objects and the question no longer is "which edge do we wish to emphasize?" but "which object, which leaf?" But the principle is the same—the leaf nearest—or the leaf on top should be strongest, while the leaf under and back should be weak and light in color.

When drawing the spray or branch even less attention should be given to the venation and the serration of the margin of the leaves, than in drawing the individual leaf. The main object of the drawing being to express simply with breadth and feeling, the beauty and general characteristics of the study.

Fig. 16.

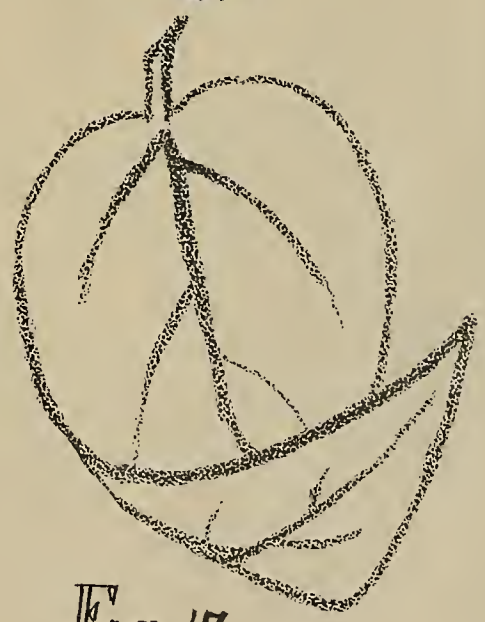
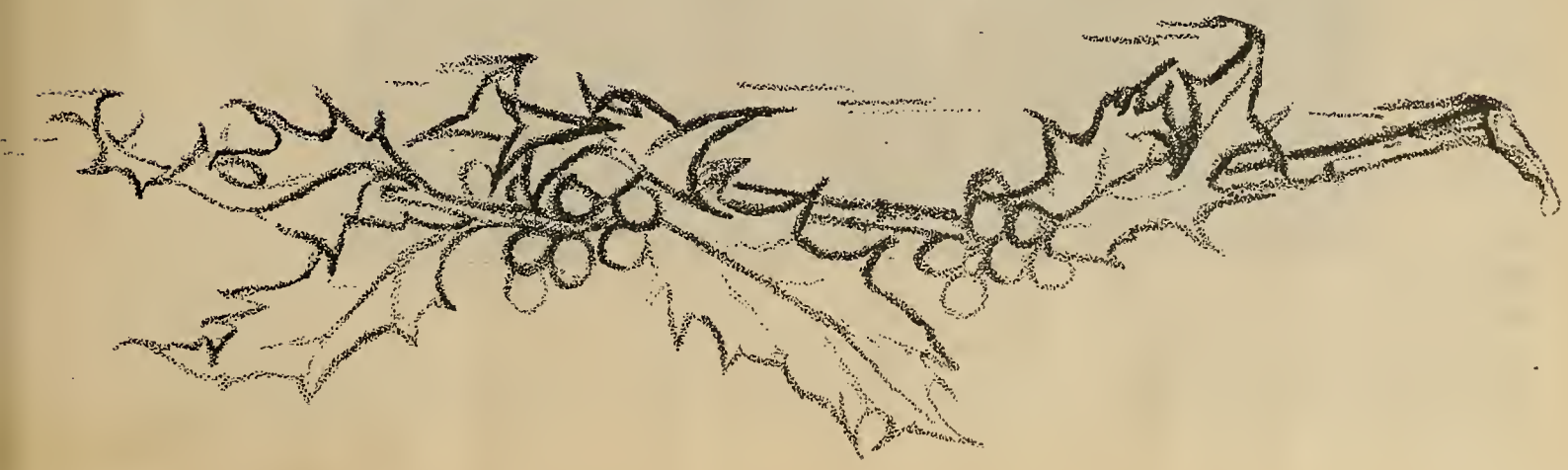
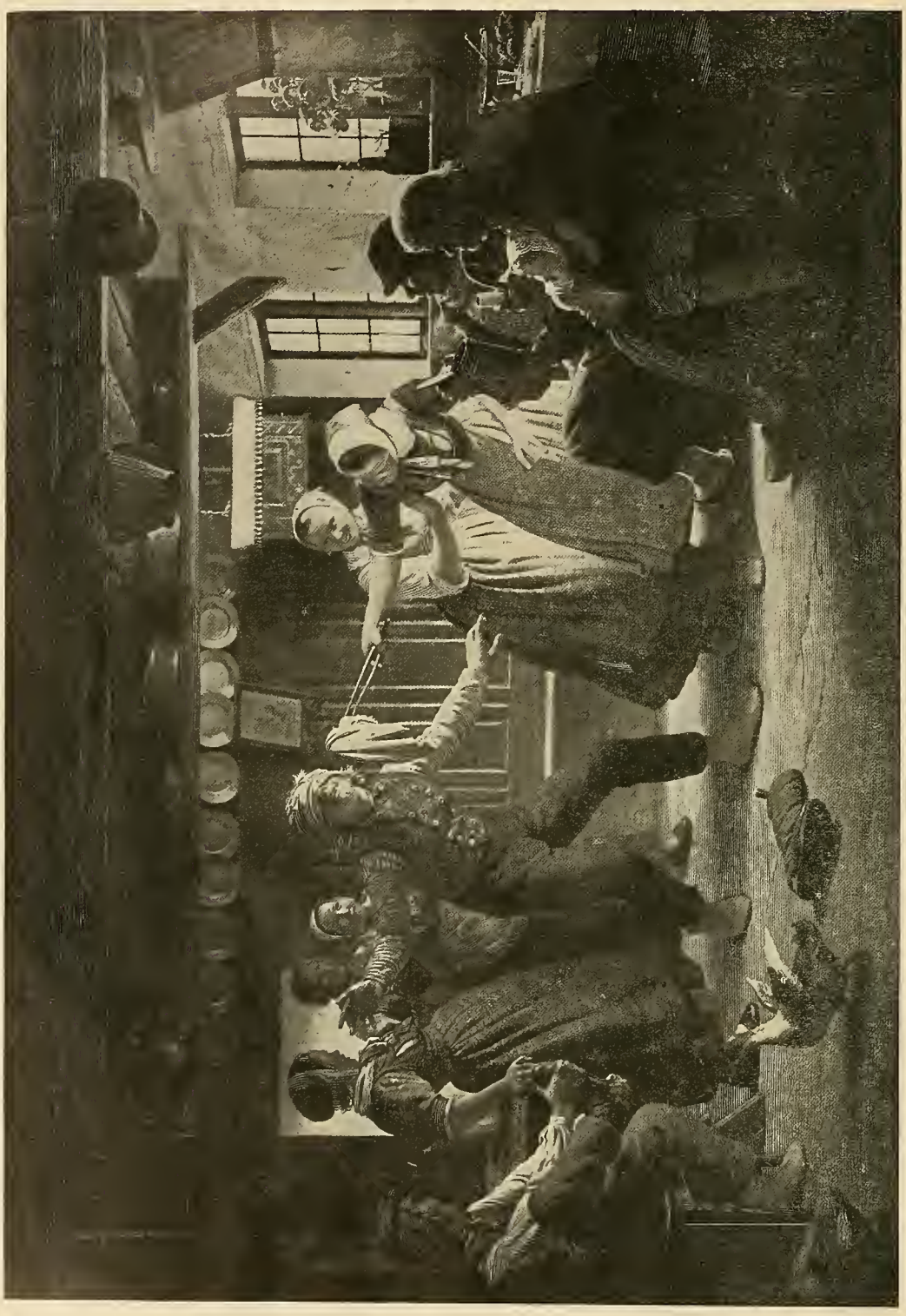


Fig. 17.





BLIND MAN'S BLUFF.

LITERARY NEWS.

Studies in European and American History. By Fred Morrow Fling and Howard W. Caldwell. Published by J. H. Miller, Lincoln, Neb.

These papers are reprinted from the *Northwestern Journal of Education*. The source of study method was introduced into the Nebraska schools in the year 1896-97, and the studies were prepared to enable the teachers of the State to see what the method means and how it may be applied. They fully answered their purpose and evidently aided in placing the work upon a permanent basis, and now are issued in book form for general circulation.

Harold's First Discoveries. By J. W. Troeger. Published by D. Appleton & Co., New York. For sale by the Whitaker & Ray Co. San Francisco.

This is Number I of Nature-Study Readers of Appleton's Home Reading Books. The plan of this series is to begin with objects of interest to children and generally within their reach; to assist the child in acquiring interesting and useful facts by its own observation, and in utilizing the same to form truer ideas of that which lies beyond observation. Accordingly the first book contains simple statements of observations which children of six or seven would most likely make, and subsequent books will treat the same subjects in a progressive manner.

Australia and the Islands of the Sea. By Eva M. C. Kellogg, edited by Larkin Dunon, LL.D. Published by Silver, Burdett & Co., New York. For sale by The Whitaker & Ray Co., S. F. This is Book VIII of "The World and the People" issued under the general title of the "Young Folks' Library for School and Home."

The continent of Australia with only a century of growth is one of the marvels of modern times. Used at first as only a penal station, it now ranks in civilization and modern improvements among the progressive countries of the world. All of the important islands and groups of islands that stand in relation to Australia have found a place in this book with the exception of Japan and the British Isles, which have heretofore been treated in this series in connection with the continents of which they form, politically, such important parts. The author has succeedeed in prsenting in this book in an attractive form all that is interesting of the people, their homes and customs, and the many distinctive features that characterize the animal and vegetable life and physical geography of that far-off country.

This book treats of the country, the farm and its environments. It leads the children to study and intensifies their interest in the objects that immediately surround them, and makes them closer observers. The pages are written in colloquial style that will hold the attention of the young reader from beginning to end of the book.

"Uncle Robert's Visit." By Francis W. Parker and Nellie Lathrop Helm. Published by D. Appleton & Co., N. Y. For sale by The Whitaker & Ray Co., S. F.

This is the latest issue of Appleton's Home Reading Books. These books by Francis W. Parker, if read by the school children and especially by the elder youth who have passed out of school will suggest a great variety of ways in which real mental growth and increase of practical power may be obtained.

"The American Monthly Review of Reviews" contains a number of strong articles, the leading of which are: Plans of Currency Reform Before Congress by Charles A. Conant; New York City's Progress Under Mayor Strong by William Howe Tolman; The Sea-Power of England and the United States; The Question of Hawaii; Count Tolstoi on the Doctrines of Henry George, etc., etc.

"The Forum" for January has a long list of articles by men prominent in economic and national affairs: Our Coast Defences by Gen'l Neison A. Miles; The Future of Bimetalism by Sen. George G. Vest; Electrical Advance in the Past Ten Years; The Political Outlook by Henry Watterson, etc., etc.

"The North American Review" contains second part of article Why Homicide has Increased in the United States by Prof. Cesare Lombroso; Industrial Advance of Germany by M. G. Mulhall; The Irish Question in a New Light by Horace Plunkett, M. P., and many other contributions by noted writers.

"Education" contains more than its usual quota of excellent contributions by prominent writers and educators: Vocational Interests of Children by Prof. Will S. Monroe; The Psychological Significance of the Parts of Speech by Gertrude Buck; Children and Literature by Mrs. Kate Morris Cone; Pictured Instruction by Miner H. Paddock, etc.

The following pregnant paragragh has been taken from the New England Journal of Education of December 9, 1897:—

"Three hundred dollars will go farther in the purchase of carefully annotated school editions of 'The Merchant of Venice,' 'Robinson Crusoe,' 'Deserted Village,' 'Ivanhoe,' 'Enoch Arden,' 'Conquest of Mexico,' 'Sketch Book,' 'Evangeline,' 'Tanglewood Tales,' 'Grandfather's Chair,' 'Snow-Bound,' 'Vision of Sir Launfal and other Poems,' 'One-Horse Shay and other Poems,' 'Uncle Tom's Cabin,' and other selections from the masters, than $3,000 in lathes and benches in chemical or physical equipment."

With a single exception all of the books mentioned above are to be found in the Riverside Literature Series, published by Houghton, Mifflin & Co., at prices ranging from 15 cents to 60 cents.

Superintendent Balliet, of Springfield, Mass., who is always found in the front rank of educational workers, has just selected Bryant's translation of Homer's Odyssey for use in his Grammar Schools. At his request Houghton, Mifflin & Co. have hastened the preparation of a Students' Edition of the book. Among Classic Translations of Classic Authors, published by them in a one dollar form, are Bryant's Iliad, Bryant's Odyssey, Palmer's Odyssey, and Cranch's Æneid. It is very interesting to note that the foremost educators are considering seriously the advisability of having Grammar and High Shool pupils study in English many of the old Greek and Latin masterpieces which have heretofore been studied only by College students.

An interesting item from Longfellow's diary, written at the time of the publication of the Courtship of Miles Standish: "October 23. Between these two Saturdays, Miles Standish has marched steadily on. Another five thousand are in press; in all, an army of twenty-five thousand, in one week. Field tells me that in London ten thousand were sold the first day."

When this poem was written, the children in our public schools were not given the opportunity to read anything but the regular Reader. Were Longfellow alive to-day, it would delight him to know that the poem has been eagerly read during the past year by many thousands of children in the Grammar grades. Houghton, Mifflin & Co., the authorized publishers of Longfellow's works, have brought this poem out in a cheap 15-cent form in the Riverside Literature Series; they also have a Dramatization of the poem prepared especially for school use.

D. C. Heath & Company, publishers, Boston, have in press for immediate issue in "Heath's Modern Language Series," *Zschokke's Der zerbrochene Krug*, edited with complete notes for elementary students, a vocabulary, and English exercises based upon the text for re-translation into German, by Professor E. S. Joynes, author of the "Joynes-Meissner German Grammar."

This delightful little gem of German literature is so well known and such a favorite that its issue now in a good edition, with notes and vocabulary, will be sure to be welcomed by teachers.

A Companion For All Ages.

A gentleman who used to read *The Yourh's Companion* when a boy, and reads it with the same interest now that he is a middle-aged man, was asked the other day if he had not outgrown *The Companion*. "I don't believe," said he, "that I can ever outgrow it. I find it not only in the cheery, hopeful spirit of youth, but the wisdom and experience of age. I like just as much as when I was a boy, though perhaps in a diffirent way. But I know that it is the same *Youth's Companion* with which I grew up, for my boys and girls like it as well as ever I did. It is a good paper to grow up with."

The *Youth's Companion* will contain the best thought of the best thinkers of America and Europe during 1898. It will print serial and short stories of absorbing interest, and true tales of adventure. The various departments of the paper will be a current record of the best work that is being done in the world. Present readers of *The Companion* who renew their subscriptions, and all new subscripers, will receive free a beautiful illustrated calendar, printed in twelve colors and embossed in gold. It is the richost and costliest ever sent to the *Companion* subscribers. New subscribers will receive *The Companion* every week from the time the subscription is received until January, 1898, and then for a full year to January, 1899.

An illustrated prospectus of *The Companion* for 1898 may be had by addressing

PERRY MASON & COMPANY,
205 Columbus Ave., Boston, Mass.

THE California Teachers' Association

The meeting of 1897 surpassed all previous meetings in interest and in attendance.

The Thirty-first annual session of the California Teachers' Association met at Metropolitan Temple, Tuesday morning, Dec. 28, and continued until Friday noon, Dec. 31st.

The attendance at each of the general sessions was fully 1500 while the closing hours brought a maximum attendance of 2500.

The Mayor, James D. Phelan, delivered the address of welcome; likewise Supt. R. H. Webster, who spoke as follows: "Assemblies of this character are replete with hopeful interest. You have left your homes and your accustomed pursuits to attest, by your presence, your interest in promoting the welfare of our great State.

"It is my pleasing duty in the name, and in behalf of the officers and teachers of the San Francisco School Department, to extend the hand of greeting, to give the salutation of this occasion and this fellowship of letters. Accept, then, an earnest and cordial welcome.

"You have assembled for mutual pleasure and improvement, for the discussion of educational problems and for the advancement of popular education.

"The problem of universal education developed on American soil; it was born and bred in the hearts of this people. It came from a united sentiment that something must be done to develop our mental and moral resources in order to secure that high character and conception of life necessary to perpetuate our republican institutions. But Americans are radically working for change, eager for improvement. Change is often welcomed, if it do not mean progress, but simply change. Hence schools are often made experiment stations for all sorts of notions. Suggestions of theorists, philosophers, business men and mechanics are given place in the school curriculum, and the school frequently suffers from the results. It would seem at times that there is need of an educational Moses to lead schools out of the wilderness of ideas and methods. Man ever creeps toward error, and by experience finds the truth. Experience has certainly taught that the best education should wield mental discipline in subjects in daily use in life, and should teach children the necessity for industry and economy, to live within their means, to accept life as they find it and to improve themselves and their environment."

Pres. Chipman then delivered the annual address. It was an address characterized by good common sense and delivered without any attempt at oratory, but in such a manner that every one in the vast audience heard every word. The following is an extract from Pres. Chipman's address:

"Members of the Boards of Education who formulate courses of study are often special teachers of some particular subject, and insist upon an undue representation of their specialties in the course of study. Often no two members of the board quite agree as to which is really the most important subject, and compromise by overloading the course in nearly all the subjects. As a result, teachers and pupils are overworked.

"It is absolutely requisite to a continuous advancement in the field of educational thought, and for the very best interests of the public schools, that researches and experiments should be made all along the various lines of education, and that when such experiments and researches are productive of results which may be applied beneficially to the every-day work of the school room, they should be placed in the hands of the teacher as part of her equipment for the work.

"There is a class of so-called educators who spend an amazing amount of time and language in mere theorizing and in pulling down existing methods, without attempting to supply the place of that which they have attempted to take out of existence.

"There is no valid reason why teachers should not take an active interest in all phases of politics affecting their work. On the contrary, it is the duty of teachers to take an active interest in all matters of legislation pertaining to the public schools. If the teachers of the State would stand shoulder to shoulder in an active, earnest, persistent endeavor to secure the legislation which the best interests of the schools so imperatively demand, success would crown their efforts.

"Important changes should be made in the school law at the next session of the Legislature. There should be a law passed providing for a uniform system of certificating teachers in accordance with the suggestions which will be presented by the State Superintendent of Public Instruction during the session of this Association. Provision should be made for a thoro revision of some, and if possible all, of the State text-books, a majority of which, so far as adaptation to our present methods of teaching and the requirements of the pupils in the public schools are concerned, are twenty years behind the times.

"In many of the cities and towns the selection of teachers is nominally made by the Board of Education or Boards of Trustees, but in reality by some political boss, who dictates to the officers elected by the people to manage and control the schools.

"A most determined effort should be made to secure at the next session of the Legislature some provision which will lead to a more permanent tenure of position. This result can be accomplished if the teachers of the State will give it their active and united support.

"The sessions of this Association have of late years assumed a degree of importance which was not indicated by the small gatherings of the faithful during the early years of its existence. The teacher who goes to the trouble and expense of attending an association, coming as it does at the close of a term's work and worry, and during the short recreation between the holidays, is almost without exception an earnest, conscientious instructor. The teacher who attends a county institute or an Association meeting and returns to her school-room feeling that she has not benefited in some degree is invariably the teacher whose work is of a low order.

"The moment you become thoroly satisfied with the character of the work you are accomplishing and imbued with the idea that there is no further opportunity or necessity for improvement, tender your resignation to the Board of Education and take the benefit of the pension act, or get married, for your days of usefulness in the school-room are over."

Pres. A. H. Randall of the San Jose Normal School gave a sensible, strong and very earnest address on the special work of the Normal School. Pres. Randall in his address showed that he had a clear and accurate comprehension of the work of Normal Schools.

The following is the key-note of his address:

"With the demand for trained teachers came also the necessity for a course of study for the Normal School that would provide for instruction in the science and art of teaching, and would at the same time give to the student a comprehensive knowledge of those branches required in the common schools. The Normal School student, in the very beginning of his work, should have a conception of the end which this training is intended to produce, and this ideal thus early formed, though dim and obscure at first, should grow with his growth until the true spirit of the teacher becomes the controlling influence."

The Hon. Frank J. Browne, State Supt. of Washington, delivered an eloquent address on the Stratford School-Master.

It was a scholarly, keen, and splendid effort.

Mr. Browne has a fine voice of great carrying power, and uses it to excellent advantage.

Dr. A. S. Draper delivered two addresses, one upon the "Functions of the State Touching Education," and the other upon the "Spirit of the Teacher."

Dr. Draper touched high water mark both in his subject-matter and in his manner of delivery. He is a magnificently handsome man, with a vigorous mind and a vigorous voice, and a vigorous body.

He proved to be a greater attraction than either Dr. Harris or Dr. Hailmann of previous meetings.

On Thursday, at the general session, Pres. Martin Kellogg, of the State University, delivered a classical and scholarly address on the Wealth of Words.

He made a plea for the power of nice verbal discrimination

and for the intellectual appreciation of the facility of proper expression.

He was followed by Mrs. E. G. Greene, of Santa Cruz.

Then came Hon. Sam. T. Black, upon the Certification of Teachers. The address of State Supt. Black is printed elsewhere. It will repay careful study.

Major Black spoke in a well modulated voice with earnestness, and made his remarks effective by his right hand gesture.

On Friday morning, Supt. Webster gave a strong and beautiful tribute to the character of Abraham Lincoln, and requested that the schools thruout the State of California celebrate Lincoln Day.

Fred. M. Campbell, Ex-Supt of Public Instruction, delivered a well-written and pleasing address upon the "Text-Book Maker as an Educator." The address appears on another page.

Prof. Chas. H. Allen, of San Jose, delivered a humorous poem on "Educational Progress," which sent many a ripple of laughter over the audience as he attacked one fad after another.

Eliza D. Keith spoke on Humane Education in the Public Schools. Miss Keith surprised her most ardent admirers by the simple eloquence of her diction, and the intensity of feeling that she displayed in her delivery.

Prof. Edward Howard Griggs then spoke upon Education for the Art of Life.

He faced the largest audience of the meeting. He stood before the vast audience; his tall form seemed a trifle taller; his intellectual face more intellectual; his voice, with its tinge of sadness, more sad than usual as he talked so earnestly and so seriously of the higher problems of life.

Prof. Griggs is a man without a climax. The audience wanted to applaud, but he talked on in his sad monotone as tho his life had always bordered on the tragedy of existence.

In his speech, there is no place for laughter nor even humor, not even for a quick turn of thought. His power is in the expression of the somber in life as it appears in the highest ideals of civilization.

NOTES.

One of the attractive features of the meeting was the young ladies of the San Francisco Normal School, who acted as ushers.

The election of officers was very interesting. When John Swett appeared on the platform to nominate Childs, he was given an ovation that would make any man feel proud.

Supt. Linscott nominated Prof. Griggs.

The ballot resulted 226 votes for Childs and 205 for Griggs.

Richard D. Faulkner, Washington Wilson, H. C. Petray and Mary Prag were nominated for the office of vice-president Two were to be elected and the choice fell to H. C. Petray and Mary Prag. For secretary Mrs. M. M. Fitzgerald and Mrs. M. E. Floyd were nominated. The ballot proved to be a tie, and on the following day, when the teachers again assembled, another vote was taken and Mrs. M. M. Fitzgerald was elected. F. K. Barthel of San Jose was re-elected assistant secretary and C. W. Marks was again appointed by acclamation to the office of treasurer. F. F Bunker of Santa Rosa was elected railroad secretary.

C. W. Marks was the active member of the association. Much of the credit in the minor details of the meeting is due to his great activity. His work was indispensable.

The reception by Mayor Phelan and Supt. Webster in the dome of the City Hall was unique and pleasant.

The music by the Philomel Quartette, the Knickerbocker Quartette, and the San Francisco Normal School under the direction of Miss Carpenter, was very entertaining.

Pres. L. J. Chipman presided in an excellent manner, and his administration of the affairs of the meeting reflects credit upon his ability as a presiding officer.

Supt. Neilson of Sonoma County made the speech in favor of Santa Rosa as the next place of meeting, and Santa Rosa was an easy winner.

Charles H. Murphy, John Swett and P. M. Fisher, the committee appointed to investigate the charges published against Supt. Greenwood of Kansas City presented the following resolution, which was accepted:

"Resolved, That while the board thoroly disapproves of the misuse of the information recently procured thru circulars sent to the Principals, we exonerate Supt. Greenwood from any wrong intention in connection therewith, and upon investigation of the whole matter we find nothing to diminish our confidence in his integrity as a man and his ability and efficiency as an educator.',

Among the distinguished visitors from abroad were Joseph Baldwin, the author of "School Management;" Supt. Bingham, of Tacoma; Carrie Shaw Rice, of Tacoma; Supt. F. J. Browne and wife of Washington.

The following County Superintendents were present at the meeting: Job Wood Jr., J. W. Graham, J. S. McPhail, Miss Tilton, Robert Furlong, L. J. Chipman, J. W. Linscott, W. J. Bailey, O. W. Grove, Geo. H. Stout, C. H. Neilson, Miss Ames, E. H. Floyd, T. J. Kirk, N. Messer, R. H. Webster, J. P. Garlick, Mrs. Wilson and A. M Phalin.

Richard D. Faulkner, Principal of Franklin Grammar School, made a reputation as the best extemporaneous speaker of the meeting.

COUNCIL OF EDUCATION.

The Council met at the Lick House Monday at 10 A. M., Dec. 27th. State Supt. Black presided. The parlors were filled with members of the Council and visitors.

Dr. T. D. Wood gave a very interesting account of experiments made in Sweden of the physical conditions of school children.

Prof. Washington Wilson gave an interesting paper on "Reading for Pupils."

Supt. Linscott and Prof. Elmer E. Brown spoke on the "Course of Study," and gave an outline of the excellent work that the committee has been doing.

Prof. O. P. Jenkins gave a Jenkins' talk on "Nature Study," and those who heard him know exactly what is meant by a "Jenkins' talk."

There was also a number of other interesting papers.

The Council of Education is doing a great deal of systematic work, and its function as a part of the Teachers' Association continues to grow in importance.

ROUND TABLES.

The following round tables were held in the Native Sons' Hall:

Manual Training, with James E. Addicott as chairman, and Richard D. Faulkner, as secretary.

School Administration, with Supt. Robert Furlong as chairman, and Miss Ames as secretary.

Kindergarten Education, Mrs. Pauline W. Dohrman chairman, Martha L. Bullock, secretary.

Classics, Prof. Edward B. Clapp, chairman, W. S. Thomas, secretary.

English, H. C. Petray, chairman, Anna C. Murphy, secretary.

Music, Juliet Powell Rice, chairman, Laura V. Sweesy, secretary.

Nature Study, Prof. O. P. Jenkins, chairman, Alice Gates, secretary.

German, Prof. Julius Goebel, chairman, Dr. K. Rendtorff, secretary.

History, Mrs. R. V. Winterburn, chairman, Anna Kohler, secretary.

Business, Madison Babcock, chairman, Mary E. Donnelly, secretary.

Child Study, Millicent W. Shinn, chairman, Anna C. Murphy, secretary.

Art, Prof. Arthur B. Clark, chairman, Marion Adams, secretary.

Mathematics, Prof. Charles Allen, chairman, Minnie L. Mackay, secretary.

Hygiene, Dr. James Black, chairman, Mrs. M. A. Belding, secretary.

Library, J. C. Rowell, chairman, A. M. Jellison, secretary.

The Round Table on music, conducted by Juliet Powell Rice, was one of the most successful. Mrs. Rice is a genius in music and the large audience present showed the interest in this work.

The Department of Nature Study, conducted by O. P. Jenkins, was a popular department, and the discussions were lively and valuable.

H. C. Petray made the Department of English a success. The debate on "That true stories are more conducive to language development in the first four grades than myths, fairy-stories and folk-lore," was a one-sided affair, as the discussions were all in favor of the true story, Prof. Griggs of Stanford not being present.

The Department of Business conducted by Madison Babcock, was well attended. There were three notable addresses. Dr. Haley of Heald's Business College, delivered an address on "Necessity of Special Training for Business." Dr. Haley is a

successful business man and spoke from the standpoint of a practical educator.

C. W. Childs spoke on the business side of a child's education.

"A weak spot in our educational system," by H. Weinstock, was commented on as a strong and able address.

RESOLUTIONS.

E. W. Davis, Chairman of the Committee on Resolutions, read the following report of the Committee on Resolutions. It was adopted:

"Resolved, That the California Teachers' Association thanks Mayor Phelan, Superintendent R. H. Webster and the San Francisco School Department for their cordial welcome and the many courtesies extended to them during this session of the Association.

"Resolved, That we express our high appreciation for the interest the daily press of San Francisco has taken in our proceedings.

"Resolved, That we thank the Board of Supervisors and City Hall Architect Frank Shea for kindly granting us the use of the dome in the City Hall, and decorating the same for the public reception held on Tuesday evening, December 28th.

"Resolved, That this Association express its hearty appreciation of the inspiring and suggestive addresses of Dr. Andrew S. Draper, President of the University of Illinois; also its thanks to State Superintendent F. J. Browne of Washington for his address.

"Resolved, That we cordially invite the several District Teachers' Associations to meet in joint session with us at the annual meeting to be held in the year 1898.

"Resolved, That the thanks of this Association are due and are hereby tendered to Superintendent A. M. Phalin and teachers of Contra Costa County, who have attended this convention 107 strong, or 7 per cent greater than the total number of teachers employed in the County.

"Resolved, That the thanks of this Association are hereby tendered to L. J. Chipman, the President, and to the other officers for their efficient and valuable services.

"Resolved, That we hereby extend to State Superintendent S. T. Black and to the other able educators who have assisted us in this meeting our grateful appreciation of their work.

"Resolved, That we recommend to the Biennial Convention of County Superintendents the consideration of a Compulsory Education law.

"Resolved, That a committee of five be appointed by the Chair to consider the constitution and rules of order of this Association, and to prepare and submit to the next session such amendments as the Committee may deem to be for the best interests of the Association.

"Resolved, That we recognize in the WESTERN JOURNAL OF EDUCATION a helpful and progressive publication.

"Resolved, That we, the teachers of the State of California, assembled in our annual State Association, do hereby express our approval of the plan to hold an educational meeting during the Trans-Mississippi Exposition, to be held in Omaha from June 1st to November 1, 1898, provided that such a meeting is arranged upon dates which will not in any way conflict with the meeting of the National Educational Association to be held in Washington, D. C., July 7th to 12th, 1898; and we pledge ourselves to cooperate in every way practicable for the advancement, the organization and the success of the meeting.

"Resolved, That after the careful use of a system of State text-books, we are compelled to say that said system does not meet the requirements of our schools, and we urge the Legislature to take such action as will lead to the discontinuance of their publication.

"Resolved, That we recommend to County Superintendents and County Boards of Education the employment of all authentic sources of information as supplementary to the State series of books."

Education is a second birth.

Character is the poor man's capital.

A pleased customer is the best investment, not only to an employer, but to an employee.

FRANK J. BROWNE,

Supt. of Public Instruction, of the State of Washington.

Professor Griggs, in a recent lecture said: The only professions which were considered respectable in ancient times were war and statesmanship. After the church had been well established later in the middle ages the clerical profession also became a reputable calling. With this condition was contrasted the high esteem in which we hold so many vocations in our own time. It shall remain for us to develop the same professional spirit in other callings which now tends to remove the medical, legal and perhaps the educational professions from the depressing influence of mere mercenary rewards. Money is never a just measure of value in life work. "The blood of the martyrs, if carried to open market would not bring the price of skim milk."

The following incident is related by one who knew Lincoln, and who was at the time of the incident his fellow traveler:

We had passed through a thicket of wild plum and crab-apple trees, and stopped to water our horses. One of the party came up alone.

"Where is Lincoln?" we enquired.

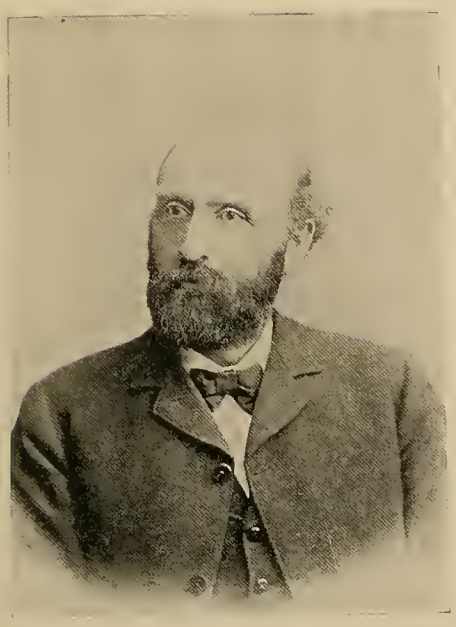
"Oh," he replied, "when I saw him last, he had caught two young birds which the wind had blown out of their nests, and he was hunting for the nest that he might put them back in it."

In a short time Lincoln came up, having found the nest and restored the birds.

The party laughed at him, but he said, "I could not have slept if I had not restored those little birds to their mother."—*Dewey's Ethics.*

Lost! Somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.— Horace Mann.

Dost thou love life? Then do not squander time, for that is the stuff life is made of.— Franklin.



C. W. CHILDS,

President California Teachers' Association, 1898.

Prof. Childs was five years old. when, in 1850, his parents moved from western New York to Wisconsin where, as a farmer's boy, he learned the lesson of country life and those of the schools as far as a year of academic work beyond the requirements of the high school. Then came the War of the Rebellion and the call for volunteers. The company in which Childs—then a mere boy—enlisted was, much to their chagrin, sent west to the plains instead of "on to Richmond." Perhaps this disappointment and an appetite thus whetted for more western experience caused him to go on westward to this Coast, where in 1862, while yet in his teens, he began to teach school. Meanwhile, as Secretary of the Union League, and one of the State militia he saved his country as well perhaps as his schoolmates who faced the Confederate army.

After a few years' experience in the country schools of El Dorado County as teacher and member of the Board of Examiners he entered the State Normal School. After his graduation in 1867 he completed a course in a business college. Then followed nine years of successful work in Solano County as principal of the Suisun schools and County Superintendent. Under Prof Childs' management the Suisun High School became noted for its excellent work. Many pupils came from other places to reap the benefits of a course which fitted its graduates for the University and at the same time was suited to the needs of those who could go no farther than the high school. In 1878 Prof. Childs accepted an unsolicited place in the State Normal School at San Jose, where, until June 1867, he was teacher, vice-principal and principal. During the seven years in which Prof. Childs was principal many changes were made in the equipment and work of the Normal School. A building was erected for the Training Department which Dr. Winship pronounced to be the best building for the purpose in the United States. The interior of the old building was reconstructed so as to materially increase its usefulness. Unfinished portions of the basement were made into dressing rooms, and a manual training laboratory was fitted up with benches and tools. The physical and chemical laboratories were doubled in size and provided with a new floor sloping to the front. The old heating apparatus, which had proved a failure, was taken out and an excellent heating and ventilating plant substituted. The course of study increased to four years and modernized by cutting out considerable arithmetic, grammar, geography, spelling and other elementary work, and putting in pedagogy, psychology, manual training and general history. More time was given to higher mathematics, science work and English. The time given to work by senior pupils in the Training School was greatly increased and the work improved.

For many years Prof. Childs has owned an orchard, the management of which has been restful work in spare hours, albeit this work has gained for him a reputation for skill and scientific methods in horticulture. Indeed he has always seen clearly the importance of experience in business and a knowledge of affairs to a teacher, and especially to one who must, as principal or superintendent, plan courses of study fitted to the constantly changing needs of growing civilization. In order to avoid ruts and to keep in touch with the people, Prof. Childs has always taken an interest in the doings of the busy world outside the schoolroom. Although he has been offered several excellent positions in schools, he has chosen to spend some time in Stanford University as a student of Sociology and Political Economy. Spare time has been given to revising his well known text books and now, doubtless, he will give much attention to the work necessary for the success of the next meeting of the California Teachers' Association.

Next Meeting of the N. E. A.

SECRETARY'S OFFICE, WINONA, MINN.,
November 29, 1897.

To the Educational Press:

The executive committee of the N. E. A. at its meeting in Chicago, November 27, decided, by a unanimous vote, to select Washington as the place for the next meeting of the National Educational Association, and the time July 7 to 13, inclusive. The choice was a matter of no little difficulty owing to the very strong attractions offered by the competing cities, viz. Omaha, Salt Lake City and Los Angeles. Already the railroad lines from Chicago to Washington have granted the usual one fare for the round trip, plus the membership fee. Formal action as to ticket conditions and extension of tickets for return wi l be announced at an early date. It is believed that these ticket conditions will be more liberal than has ever before been secured. The meetings will open on the evening of Thursday, July 7, and close the evening of Wednesday, July 13. The advantages of this arrangement are that Sunday travel going to or from the meeting will be unnecessary. There will be no session on the afternoon and evening of Saturday, the time being given to social and other recreations.

The churches of Washington will be invited to arrange for sermons and addresses bearing upon educational themes on Sunday, the 10th. It is believed that this relief of Saturday afternoon and Sunday occurring in the midst of the session will be welcome. Thanking you in advance for the courtesy of giving this announcement place in your columns, I am, for the executive committee, yours truly,

IRWIN SHEPARD,
Secretary N. E. A.

The Toilet of Beauty.

Without whose aid, it is said, no lady can be dressed with propriety and gracefulness:—

Attar of Rose, warranted to retain its fragrance in all climates —Virtue.

Beautifying Lotions,—Tenderness and constancy.

Best Lip-salve,—Smile of benevolence.

Elixir to preserve Memory,—Gratitude.

Cream of Sweet Almonds,—Kindness and good nature.

Sal Volatile,—Wit.

Cold Cream,—Prudence.

Pomade Divine,—Contentment.

Essence of Jassamine, apt to evaporate, therefore to be kept close,—Friendship.

A Lotion to Prevent Wrinkles,—Cheerfulness.

Best Court or Sticking Plaster,—Faithfulness.

Simple Anodynes,—Paitence and Industry.

Best Patent Pins,—Repartee.

Fine White Paint,—Innocence.

Wash-ball for preserving white hands,—Purity.

Dye for Eyebrows,—Contemplation.

Best Rouge,—Modesty.

Crystal Vase,—Truth.

A Mirror,—Reflection.

Fine Eye-Water,—Sensibility.

Essence of Roses, Poison, to be used with caution,—Love.

An Excellent bloom to preserve the complexion,—Early rising.

Drops to Remove all Stains,—Honor and Rectitude.

Essence of Violet,—Humility.

Drops to prevent Ennui,—Employment.

Baum de Vie,—Religion.

A little learning is a dangerous thing anywhere, but especially in business. A man who knows nothing of medicine may get patients; a clergyman who knows nothing of theology may get a pulpit; but to succeed in business in this pushing, competitive age, a man must know every detail of it,—he must be great in little things.

He who renders noble service to mankind is rich, though he die penniless. Future generations will erect his monument in marble or in books.

Department of Supervision

Meeting of the State Board of Education.

On Monday, Jan. 3, 1898, the State Board of Education met in the office of the Superintendent of Public Instruction. There were present State Supt. S. T. Black, Pres. A. H. Randall, Pres. E. T. Pierce, Pres. C. M. Ritter, Pres. Kellogg. Dr. Brown of Berkeley, and the Governor were absent.

Upon the completion of some unfinished business and the reading of a few minor reports at the forenoon session, the Secretary was instructed to issue diplomas to the following teachers:

Grammar grade, life—Hattie E. Andrews, Henrietta Andriot, John Anderson, Ernestine J. Arnold, Marian Ashley, Mattie D. Auker, Sophia Ayer, Ella M. Bailey, Edward Ellsworth Baird, Mabel H. Barber, Nellie S. Barnes, Emma F. Beardsley, Elizabeth L. Beckman, Norine Biggerstaff, Emma Bronk Boggess, Lucy E. Botsford, Rose Boukofsky, Josie M. Buelna, Cecilia Burr, M. Isabel Campbell, Minnie E. Clark, Frank N. Clevenger, Eva G. Colton, Harriet Collier, Harriet E. Corliss, W. S. Conner, Norman B. Countryman, Margaret McMahon Coykendall, Louise A. Cullen, Kate M. Davis, Cassie A. Davidson, Julia Daubenbis, Louise B. Deal, Mrs. C. D. Dependener, Thomas V. Dodd, Emily M. Dodge, Victor Dornberger, Mary Arthur Doughty, Robert B. Emery, Carrie Belle Ennor, Janette Ephraim, Mary C. Flaridon, Sara E. Fussel, Violet A. Francis, Bertha Gaddis, Sue A. Gilman, Rachel S. Gilmour, May C. Gilhooly, Ella L. Glendenning, Charles L. Green, May Griffin, Margaret M. Griffith, Cornelius Groot, Walter J. Haggard. Marguerite J. Hale, Anna Harrison, Maggie F. Haussler, Roberta L. Heath, Vina Hendricks, Sammie E. Henderson, Stella M. Herndon, Belle F. Higgins, Lillie R. Hill, Margaret C. Hodge, Mayo E. Houston, Mrs. Margaret E. Jacobs, Emma Jameson, Ella Johnson, Harriet M. Keating, Elizabeth E. Kelly, Georgia A. Knapp, Sophia S. Kobicke, A. D. Kyle, Helen Hausch Lamb, Charles J. Lathrop, Amelia M. Leake, Lida Lennon, Mary J. Lightner, Sherman J. Littlefield, Mary Lily Love, Alice Magann, M. Edith Maples, Kate Marsh, Mrs. F. P. Merrill, Nellie W. Myers, Josephine L. Miller, Jessie R. Mitchell, Orville Moore, Mary E. Morgan, Lizzie Morrison, Ella Morrison, Maggie F. Murphy, Miss Dell McClenathan. Frank C. McDiarmid, Kate McGough, Anna McSweeney, Alice M. O'Connor, Marion G. Parker, W. W. Pettit, Minnie E Perry, Nora Pollard, Adelaide L. Pollock, Mary E. Quayle. Kate F. Quinlan, Harriet E. Rademaker, Alice Reeves. Sadie J. Regan, Ada M. Reynolds, Carrie D. Ryan, Eleanor Bertha Schlaier, Mrs. Ella Odbert Shartel, Luther M. Shelley, Nellie Shine, Effie Shusser, Mrs. Nellie C. Short, Emma H. Snapp, Carrie Somers, R. C. Stackable, Francis Stewart, Mary Stoiy, C. S. Thompson, Flora Vandenburg, Hattie Ward, Mary D. Weeks, Josephine M. White, Louise Wilbur, Bertha S. Wilkins, M. Ida Williams, Mrs. Mary M. Wilson, Edith Woolsey, John E. Wright, Katie M. Hughes, George F. Gilcrest, Mrs. Alice Johnson, Ibra H. Chapman, George A. Harlin, Lou Fellows, W. L. Pedrick, Mary E. Gross, Ella M. Morris, Cordelia Leland, Mrs. Dora Cleveland Gannon, A. E. Shumate.

Grammar Grade Educational—Carleton T. Bartlett, Ruth H. Beason, Mary L. Bennett, Jennie Bickerstaff, J. Toddbonner, Mamie E. Borthwick, Fannie E. Bostrum, Annie W. Brewer, Nellie C. Brophy, Bessie Calderwood, Sarah B. Cambell, Teresa Carr, Jessie L. Cleaver, Delta Clotfelter, Etta Colwell, Helen Corell, Ellen Cox, Mrs. Della Crawford, Ella J. Curtin, Yetta F. Dexter, Virginia Deshields, Florence Dunbar, James F. Duncan, Rowena Mitchell Edwards, Maybell N. Elzy, Kate Fitzsimmons, Glive E. Fry. Jennie Gillespie, Dora B. Glines, Jennie Gordon, Allen H. Grant, Kate E. Grider, Lillie J. Hamlin, Alice Rea Handy, Frankie Harelson, Walter Hargrave, Amy Hargrave, Sherman E. Harley, Milton A. Harper, Suzanne Harris, D. Geneva Hewitt, Marietta S. Higgins, Bessie Hobbs, Bertha Hoen, Minerva L. Houston, Edward Hughes, Charles H. Jones, Mrs. Mary Johnston, Margaret C. Johnson, Lottie Kehoe, James Keith, Fernande G. Kelly, Alice E. Kelly, Anna E. Kline. May L. Kraft, Loutitia Leo, Evelyn Levison, Edward P. Liesy, Etta L. Mack, Clara L. Martin, Howard S. Mathewson, Bertha E. Morgan, Samuel N. McBride, Arabella T. McLeod, Anna B. Nelson, Lillian Ogden, William E. Parker, Jr., R. W. Parkes, Sarah M. Patton, Charles A. Peage, Mattie J. Pomfret, Alice E. Provence, Orville L Roper, Nellie T. Reardon, V. Estella Rice, Anna Doland Roach, Minnie M. Schulze, Carrie G. Sickler. Sarah S. Simpson, Elva S S. Smith, Rebecca Spong, Katie C. Spray, Sue Spurlock, Cora W. Stanton, George E. Stone, Mary Russell Sweet, Emily Tingman, Honor-VanDyke, Margaret Wear, Florence Wilcox, Mary Wilson, Helen A. White, Plive B. Wright. Alma M. Wright, Emma C. Markell, Alva Riggins, Clare Polsley, Ellen G. Wright, Alice L. Harrington. Nettie Siebert, Gaylord H. Chilcote, Carrie Reed, John Hubert Mitchell, Micager E. Brooks, Nellie E. Herrin, Anna Williamson, George E. Harvey, Bertha Norman, Helena A. Flanagan, Mrs. F. E. Spratt, Alee Gibson, Vitalene Vassar, Grace Cunningham, Agnes E. Hargrave.

Highest grade. life—Sennie Coleman, Margaret Compton, Florence A. Dunham, David Alrares Eckort, John H. Eckhoff, Henry C. Graham, Rebecca Trott Greene, Lyman Gregory, John T. Handsaker, Frances V. Harrow, Elizabeth Ingram Hubbard, Margaret A. Huston, Daniel McFadzean, J. Melville McPheron, Anne M. Nicholson, Henry C. Petray, Eli H. Ridenour, Arthur W. Scott, Caleb Sobriski Taylor Jr., Alfred D. Tenney, Alice Younglove, Reginald H. Webster, Mary Wilder, Joseph Wardsworth Keene.

Highest grade, educational—Harry Halliday, Lydia D. Lawhead, George E. Morrill, Jennie I. Powers, Carl A. Richmond, Frederic William Wright, Carl H. Neilsen.

Life diplomas of the new issue will be issued in lieu of those surrendered to the following.

Rebecca D. Carter, Mrs. Mary T. Camblien, Jennie A. Dwyer, Eunice Gallagher, Julia F. Goldman, Rose Goldsmith, Addie J. Gracier, Annette H. Green, Amelia Aanlon, Nellie C. Haswell, Virginia D. Heath, Marie E Kaplan, Susie E. Kelly, Lena M. Myers, Mary L. O'Neal, Alta C. Phelps, Kate D. Spedding, Minnie Sweeney, Nettie Wade, Emma L. Lysinger.

The following were granted normal certificates:

Leroy E. Armstrong. A. Rose Beckwith, Richard Neal Bird, F. A. Bouelle, Susie Brown, Henrietta Carpenter, Mrs. Ianthe Cooke, Belle Cooper, Mrs. Della Crawford, Nellie A. Davis, Emma F. Donner, Julia Alice Donovan, Minnie E. Eagan, W. N. Ent, Hattie C. Evans, Emma A. Farnham, Elizabeth Field, Tizzie Fishback. Gertrude Belle Forrester, Robert I. Fraisher, Anne F. Glover, C. Marie Halvorsen; Bertha R. Hughes, Myrtella Huyck, Anne E. M. Jones, Ida M. Klockenbaum, M. Alice Langley, Gettie J. Leonard, Elizabeth McFadden, Jennie V. Pond. Una M. Lonrel, Kate Eliza Frye, Emma Louisa Scribner, Leora Smith, Ella C. Stiles, Alice C. Young, Richard I. Walsh, Anna A. Webb, Henrietta Weltes, Sarah E. Williams, Mrs. Amy M. Wilson, Zedera Eley, Nellie A. Barraclough, Rosalie E. Cowan, Edward Doland, Lizzie Endriss. Estelle Farmer, Helena Fleishman, Charlotte K. Forth. Charles J. Fox Jr., Jeannette E. Johnson, Anna Maude McDowell, Annie L. Pearce, Clara Schroeter, Mary E. Swain, Anna Laura Tilotson, Florence E. Bigelow.

Superintendent Black reported that $86.993 34 had been realized from the sale of text-books from July 1st to December 31, 1897, and paid into the fund created for that purpose.

President Martin Kellogg of the University of California and President Ritter of the State Normal School at Chico, were appointed members of the Committee on Accrediting of Colleges, vice Professors Pennell and Brown.

The Indiana State University was placed on the list of accredited schools.

Houghton, Mifflin & Co. sent in a communication asking for payment on royalty for the matter used in the State Series of Readers.

Applications for designation of the official organ were received from C. H. Allen, Harr Wagner, and the *Overland Monthly*. C. S. Green and James Howard Bridges of the *Overland Monthly*, who were present, made a special plea for their journal. The matter was discussed and action postponed until February. The resignation of A. B. Coffey as editor of the 16-page educational department of the *Overland* was read.

SCHOOL FINANCES.

OFFICE OF STATE CONTROLLER,
SACRAMENTO, Jan. 4, 1898.

HON. S. T. BLACK, Supt. Public Instruction—*Dear Sir:* The money in the State Treasury belonging to the State School Fund, subject to apportionment, is two million thirty-six thousand nine hundred nineteen dollars and twenty-three cents ($2,036,919.23), as follows:

Amount unapportioned July 5, 1897		$ 846 96
Received from Property Tax		1,617,799 04
Received from Poll Tax		227,670 74
Received from Interest Bonds		64,318 68
Received from Interest on Lands		24,010 48
Received from Tax on Railroads		50,141 00
Received from Tax on Collateral Inheritances		52,998 16
Received from Sales Geological Survey Reports		14 00
Total		$ 2,037,799 06
Less amount paid on restitution of interest on lands sold not the property of the State	$575 02	
Less amount paid on annulment certificates of purchase	304 81	$879 83
Net amount subject to apportionment		$2.036,919 23

Respectfully submitted,

E. P. COLGAN,
Controller.

OFFICE OF SUPT. OF PUBLIC INSTRUCTION,
SACRAMENTO, Jan. 4, 1898.

In accordance with the foregoing statement of the State Controller, I have this day apportioned the State school moneys to the several counties, as follows:

Total number of census children, 340,952; amount per child, $5.97; amount apportioned, $2,035,483.44: amount unapportioned, $1,435.79. Alameda, $177,368 70; Alpine, $531 33; Amador, $17,432 40; Butte, $25,569 51; Caleveras, $16,805 55; Colusa, $12,966 841; Contra Costa. $22,763 61; Del Norte, $3,331 26; El Dorado, $13,325 04; Fresno, $45,586 92; Glenn, $7,969 95; Humboldt, $39,407 97; Inyo, $5,844 63; Kern, $18,447 30: Kings, $13,169 82; Lake, $10,286 31: Lassen, $6,495 36; Los Angeles, $240,316 38; Madera, $8,775 90; Marin, $16,710 03; Mariposa, $6,680 43; Mendocino, $29,921 64; Merced, $12,292 23; Modoc, $8,250 54; Mono, $2,232 78; Monterey. $31,939 50; Napa, $21,730 80; Nevada, $24,548 64; Orange, $31,026 09; Placer, $19,987 56; Plumas, $5,832 69; Riverside, $27,008 28; Sacramento, $51,091 26; San Benito, $12,131 04; San Bernardino, $38,237 85; San Diego, $50,607 69; San Francisco, $446,794 80; San Joaquin, $45,676 47; San Luis Obispo, $32,767 33; San Mateo, $17,080 19; Santa Barbara, $29,414 19; Santa Clara, $81,872 58; Santa Cruz, $33,378 27; Shasta, $23,091 96; Sierra, $5,056 59; Siskiyou, $20,375 61; Solano, $27,814 23; Sonoma, $54,010 59; Stanislaus, $14,166 81; Sutter, $7,958 01; Tehama, $16,071 24; Trinity, $4,405 86; Tulare, $32,124 57; Tuolnmne, $10,686 30; Ventura, $23,193 45; Yolo, $20,375 61; Yuba, $12,542 97. Total, $2,035,483 44.

SAMUEL T. BLACK, Supt. Pub. Instruction.

DIRECTIONS FOR HANDLING A CLASS.

By EDWARD HYATT.

[Supt. Hyatt of Riverside Co. has recently published a pamphlet entitled "Beginning in Bodily Training," and has sent it to all of his teachers. The following article gives an idea of the excellence of the work. — ED.]

The methods used by army officers in moving and marching men are naturally the simplest and best that can be devised; they are the result of centuries of experience. The following are the regulations of the United States Army, with slight changes in wording:

There are two kinds of commands:

The *preparatory* command, such as *forward*, indicates the movement that is to be executed.

The command of *execution*, such as **MARCH**, or **HALT**, causes the execution.

Preparatory commands are distinguished by *italics*, those of execution by **CAPITALS**.

The *preparatory* command should be given at such an interval of time before the command of execution as to admit of its being properly understood; the command of *execution* should be given at the instant the movement is to commence.

The tone of command is animated, distinct, and of a loudness proportioned to the number of pupils under instruction.

Each *preparatory* command is pronounced in an ascending tone of voice, but always in such a manner that the command of *execution* is pronounced in a firm and brief tone.

INDIVIDUAL INSTRUCTION.

For this instruction a few recruits, usually not exceeding four, are placed in s single rank, facing to the front and about six inches apart, arranged according to height, the tallest pupil on the right.

To teach the recruits how to assemble, the instructor requires them to close the left hand and place the knuckles against the waist, above the hip, wrist straight, back of the hand to the front; he then places them on the same line, so that the right arm of each pupil rests lightly against the left elbow of the pupil next on his right and then directs the left hands to be replaced by the side.

The pupils thus find themselves with an interval that allows for a free movement of the arms.

When the recruits have learned how to take their places, they are required to assemble without assistance. The instructor commands: **FALL IN.**

They assemble rapidly, as above prescribed, at attention, each pupil dropping the left hand as soon as the pupil next on his left has his interval.

THE RESTS.

Being at a halt, to rest the pupils: **FALL OUT**; or **REST**; or **AT EASE.**

At the command, *fall out*, the pupils may leave the ranks, but will remain in one immediate vicinity.

At the command, *fall in*, they resume their former places.

At the command *rest*, the pupils keep one heel in place, but are not required to preserve silence nor immobility.

To resume the attention: 1. *class*, 2. **Attention.**

The pupils take the position of the soldier and fix their attention.

1. *parade*, 2. **Rest.**

Carry the right foot six inches straight to the rear, left knee slightly bent; clasp the hands in front of the center of the body, left hand uppermost, left thumb clasped by thumb and forefinger of right hand; preserve silence and steadiness of position.

To resume the position of the soldier: 1. *Class*, 2 **Attention.**

TO DISSMISS THE CLASS.

Being in line at a halt: **Dismissed.**

EYES RIGHT OR LEFT.

1. *eyes*, 2. **Right** (or **Left**), 3. **front.**

At the command *right*, turn the head gently so as to bring the left eye in line with the center of the body, eyes fixed on the line of eyes of the men in, or supposed to be in, the same rank.

At the command *right*, turn the head gently so as to bring the left eye in line with the center of the body, eyes fixed on the line of eyes of the men in, or supposed to be in, the same rank.

At the command *front*, turn the head and eyes to the front.

The instructor sees that the movement does not derange the squareness of the shoulders.

FACINGS.

To the right or left: 1. *Right* (or *Left*), 2. **Face.**

Raise slightly the right heel and left toe and face to the right. turning on the left heel, assisted by a slight pressure on the ball of the right foot; replace the right foot.

The facings to the left are also executed upon the left heel.

To the rear: 1. *About*, 2. **Face.**

Raise slightly the left heel and right toe; face to the rear, turning to the right on the right heel and the ball of the left foot; replace the left foot beside the right.

SALUTE WITH THE HAND

1. *Right.* (or *Left Hand*) 2. **Salute.**

Raise the right hand smartly till the forefinger touches the lower part of the head-dress above the right eye, thumb and fingers extended and joined, palm to the left, forearm inclined at about forty-five degrees, hand and wrist straight. Drop the arm quietly by the side.

If uncovered, the forefinger touches the forehead above the eye.

MARCHING IN QUICK TIME.

The length of the full step in quick time is thirty inches, measured from heel to heel, and the cadence is at the rate of one hundred and twenty steps per minute. The length of the step is given for grown men. It will need to be reduced for pupils according to size. The recruits being confirmed in the position of a soldier, the instructor places himself eight or ten paces in front of them, and facing toward them, executes the step slowly, at the same time explaining the principles; he then commands: 1. *Foward*, 2. **March.**

At the command *forwa d*, throw the weight of the body upon the right leg without bending the left knee.

At the command *march*, move the left leg smartly, but without jerk, carry the foot straight forward thirty inches from the right, measuring from heel to heel, sole near the ground, knee straight and slightly turned out, at the same time throw the weight of the body forward, and plant the foot without shock, weight of body resting upon it; next, in like manner, advance the right foot and plant it as above; continue the march, keeping the face to the front. The instructor indicates from time to time the cadence of the step by calling *one, two, three, four*; or, *left, right*, the instant the left and right foot, respectively, should be planted.

The cadence is at first given slowly, and gradually increased to that of quick time.

To arrest the march: 1. *Class*, 2. **Halt.**

At the command *halt*, given as either foot is coming to the ground, the foot in rear is brought up and planted without shock by the side of the other.

MARCHING IN DOUBLE TIME.

The length of the full step in double time is thirty-six inches; the cadence is at the rate of one hundred and eighty steps per minute.

To march in double time: 1. *Forward*, 2. *Double time*, 3. **March.**

At the command *forward*, throw the weight of the body on the right leg; at the command *double time*, raise the hands until the forearms are horizontal, fingers closed, nails toward the body, elbows to the rear.

At the command *march*, carry forward the left foot, leg slightly bent, knee somewhat raised, and plant the foot thirty-six inches from the right; then execute the same motion with the right foot; continue this alternate motion of the feet, throwing the weight of the body forward and allowing a natural swinging motion to the arms. The recruits are also exercised in running, the principles being the same as for double time.

When marching in double time and in running, the pupils breathe as much as possible through the nose, keeping the mouth closed.

TO MARK TIME.

Being in march: 1. *Mark time*, 2. **March.**

At the command *march*, given as either foot is coming to the ground, continue the cadence and make a semblance of marching, without gaining ground, by alternately advancing each foot about half its length and bringing it back with a line on the other.

To resume the full step: 1. *Forward*, 2. **March.**

SHORT STEP.

Being in march: 1; *Short step*, 2. **March.**

Take steps of fifteen inches. The full step is resumed at the commands: 1. *forward*, 2. **March.**

The length of the short step in double time is eighteen inches.

SIDE STEP.

Being at a halt: 1. *Right* (or *Left*) *step*, 2. **March.**

Carry the right foot twelve inches to the right, keeping knees straight and shoulders square to the front, as soon as the right foot is planted, bring the left foot to the side of it, and continue the movement, observing the cadence for each foot, as explained for quick time.

The side step is not executed in double time.

BACK STEP.

Being at a halt: 1 *Backward*, 2. **March.**

Step back with the left foot fifteen inches straight to the rear, measuring from heel to heel, then with the right, and so on, the feet alternating.

At the command *halt*, bring back the foot in front to the side of the one in rear. The back step is used for short distances only, and is not executed in double time.

The *short step*, *side step*, and *back step* may be executed from *mark time* and conversely.

CHANGE STEP.

Being in march: 1. *Change step*, 2. **March.**

At the command *march*, given as the right foot comes to the ground, the left foot is advanced and planted; the toe of the right is then advanded near the heel of the left, the recruit again stepping off with the left.

The change on the right foot is similarly executed, the command *march* being given as the left foot strikes the ground.

Very many teachers are slovenly and slack in their manner of marching a class. An inane and continual tapping of the bell, while the pupils straggle haphazard along, paying no attention to it, is a sickening sight. That kind of marching is worse than none; it has a bad effect on the character of the children.

Boy Wanted.

Boys of spirit, boys of will,
Boys of muscle, brain and power,
Fit to cope with anything,—
These are wanted every hour.

"Not the weak and whining drones
Who all troubles magnify,—
Not the watchword of 'I can't,'
But the noble one, 'I'll try.'

"Do whate'er you have to do,
With a true and earnest zeal;
Bend your sinews to the task,—
'Put your shoulders to the wheel.'

"In the workshop, on the farm,
Or wherever you may be,
From your future efforts, boys,
Comes a nation's destiny."

Jefferson's Ten Rules.

Never put off until to-morrow what you can do to-day.
Never trouble another for what you can do yourself.
Never spend your money before you have earned it.
Never buy what you don't want because it is cheap.
Pride costs more than hunger, thirst and cold.
We seldom repent of having eaten too little.
Nothing is troublesome that we do willingly.
How much pain the evils have cost us that have never happened.
Take things always by the smooth handle.
When angry, count ten before you speak; if very angry, count a hundred.

Use Good English.

"I want a pair of *pants*," said a customer in a clothing store, using a word not given in Webster's Academic Dictionary. It was "pantaloons" he wanted. A kindred word in frequent use, but one which Webester ignores as emphatically, is "gents," for "gentlemen," as in "gents' furnishings'" etc. A purist says that "gents" are the fellows who wear "pants," while "gentlemen" wear "pantaloons." He might have added that *men* wear *trousers*.

Even Shakespeare erred occasionally in his use of negatives, as when he wrote:—

This England never did, nor never shall,
Lie at the proud foot of a conqueror.

"Nor *ever* shall" would be correct.

A school book tells a story of a "poor widow *woman*," with an evident wish to distinguish her from a poor widow *man*. "He did it in two hours *time*" illustrates a similar mistake. Omit "woman" and "time;" also the last word in "The Isthmus of Panama connects North and South America *together*."

"What shall I cook for John, Doctor?" asked a young wife; "pies and cake make him dyspeptic, and he don't like oatmeal or cracked wheat." When the doctor saw the sticky oatmeal *mush*, very properly so called, which she had made by stirring it frequently as it cooked, he did not wonder that John's stomach rejected such a half-civilized dish. He advised her to use a double boiler for cereals, to stir them once for all when placed on the range, and to let them cook slowly. Of course John was delighted with cereals from that day, and his wife thought that the doctor had rectified every mistake. But her blunder in cooking was no greater than her grammatical error in saying "he don't," which is but "he *do* not," when she meant "he *does* not," or he "doesn't."

What odd things are made in words by carelessness in pronunciation! When the Roman emperor Augustus colonized a city in Hispania (Spain), at the close of the Cantabrian War, 25 B. C., he gave it his own name, Cæsarea Agusta, or Cæsaraugusta; but on the indolent Spanish tongue the word was rolled until the "Cæ" was worn off, and "Sarangusta" became successively "Zaragoza" and "Saragossa," long the capital of Aragon.

A similar instance is that of "Thomas Aniello," The Neapolitan insurrectionist, who was called by his companions "Mas-Aniello," now called "Massaniello."

The English "East" "South" and "West Saxony," have become "Essex" "Sussex" and "Wessex," respectively. "Chateau-vert Hill," not far from Oxford, is now known as "Shotover Hill," "Engleford," meaning the "Englishman's ford," is now called "Hungerford." Wellington, at Waterloo, when he did not understand the name "Chateau Goumont," which the peasants gave to an elevation where the battle was raging fiercely, called it "Hougoumont," an appellation it will probably retain as long as history describes that memorable battle.

"Asparagus" in some localities, has been corrupted into "sparrow-grass." The "Contre-danse" of the Normans has become our "country-dance," while their "dent de lion," or "lion's tooth," so called from the toothed appearance of the flower, has become our "dandelion." "Cap-a pie," meaning armed head to foot, is often heard in "apple-pie order."

In our day, however, cultured people are supposed to follow the authorized pronuncation of words, and he who varies from it is liable to attract unpleasant attention.

Good resolutions for 1898 are in order. Let us make them. Let us not be discouraged because we have resolved, and re-resolved, yet live the same. This is a good code:

To read more intelligently.
To think more honestly.
To act more kindly.
To earn more.
To give more.
To save more.
To be busy.
To be healthy.
To be cheerful.

Away with unhappiness, with despondency, with unhopefulness. "Every day is a fresh beginning," especially the first day of the New Year. Let all regrets die, all discouragements be past, all hatred, malice and uncharitableness be blotted out. Take a new, strong grip on life, saying with Browning,

"God's in His heaven,
All's right with the world."

"A Song for Lincoln Day!"

Superintendent S. T. BLACK has appointed the County and City Superintendent a Committee to arrange for the Celebration of Lincoln Day in the Schools, Feb. 12, '98. This song should be written on the blackboard, and taught the children.

ALL HAIL THE NAME OF LINCOLN!

IDA SCOTT TAYLOR. CARL C. CRISTENSEN.

1. We sing to thee, O Lincoln! Co - lum - bia's loy - al son,
2. We sing to thee, O Lincoln! With star and stripe un - furled;
3. We sing to thee, O Lincoln! Tho' years have on - ward swept,

Who by thy no - ble man-hood, A thou-sand hon - ors won;
For - ev - er shall thy prais - es Go ring - ing thro' the world;
And thou a - mong the bless - ed, Hast long and si - lent slept;

We sing thy deeds of val - or, Thy love for lib - er - ty,
On truth's il - lus trious ban - ner, On Freedom's blazoned scroll.
Yet Freedom's sons and daughters U - nit - ed shall pro - claim

Which left a stain - less rec - ord, And set a na - tion free.
Thy name shall be re - cord - ed, While end - less a - ges roll.
The glo - ry and the hon - or Of thy im - mor - tal name!

CHORUS.

All hail the name of Lin - coln! For - ev - er shall it stand

For hon - es - ty and Freedom, For God and Na - tive Land!

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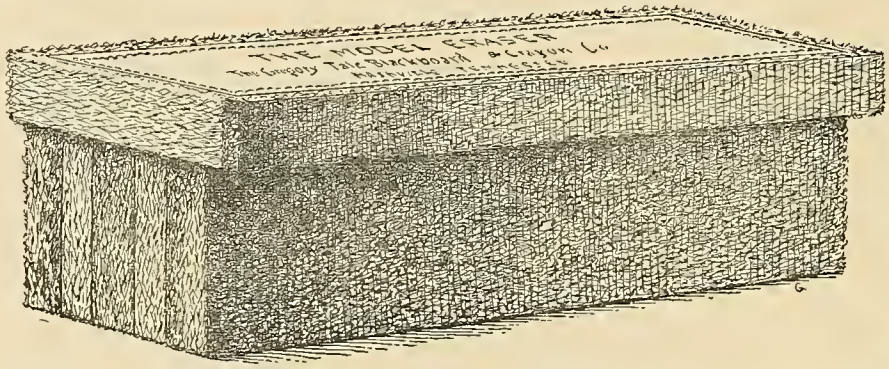

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Dr. E. W. PRATT

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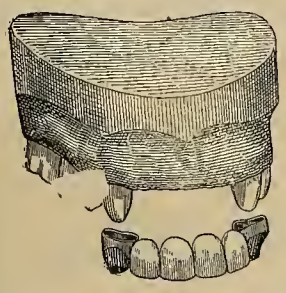

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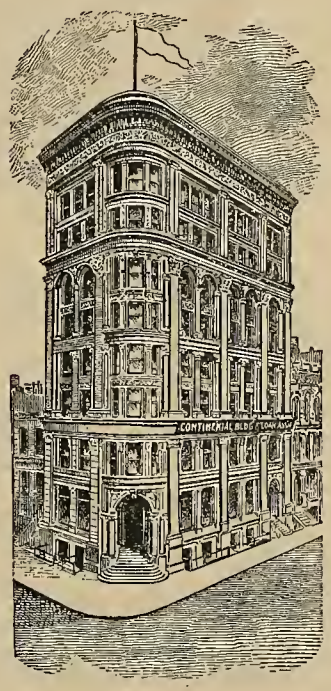

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Assets, June 30, 1896	324,522 07
Increase, 73 per cent., or	$238,397 27
Subscribed Capital June 30, 1897	$5,303,400 00
Subscribed Capital June 30, 1896	2,393,100 00
Increase, 122 per cent., or	$2,910,300 00
Profits to Members during the year	$31,418 48
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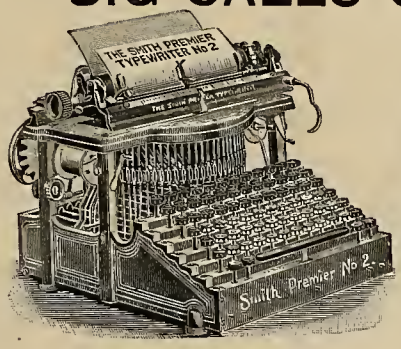

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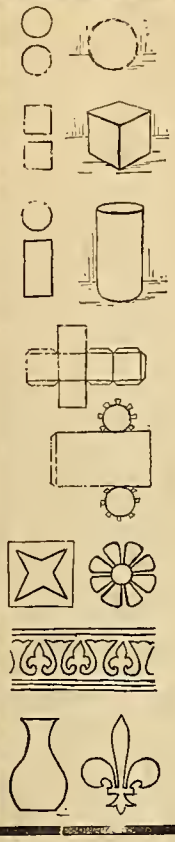

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Miss Ora Boring, of Stanford, had an interesting paper in the February issue of *School Education.* *School Education*, by the way, is one of the very best of the educational journals now published.

* *

The New York *School Journal* publishes the statement that Pres. Jordan offered Prof. Jackman of Cooks Co. Normal School $4000 per year to take the Department of Education at Stanford.

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Our State History is nearly twenty years behind the present date. Prof. C. H. Keyes, who is writing a new history for California, will have it up-to date, including an account of De Lome and the War with Spain—perhaps.

* *

The State Board of Education of Washington has refused to recognize Oregon life diplomas. California will probably follow. Oregon needs a man at the front like Pres. Royal of Weston, or Supt. A. P. Armstrong of Portland, who will raise the standard of certification of teachers.

The past month has been characterized by school scandals and "school fights" in a degree that is appalling. Kansas City led off with an attack on Greenwood, the President of the N. E. A; then Chicago followed with an agitation on teachers' salaries that stirred the entire city; then San Francisco's exposé of methods of selection of teachers, and the indictment of one of the principal members of the Board for asking a bribe; then Los Angeles with charge and counter-charge of boodle methods in its Board of Education; then Seattle followed in its fight with Supt. Barnard, and even Eureka has made its fight on Supt. P. M. Condit. These fights are connected with our system of education, but are usually due to a lack of the right kind of education. The men who indulge in the scandals of school boards have not yet learned the lessons of life, although they have the essential elements of "readin', 'ritin' and 'rithmetic."

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Supt. Cubberly speaks in his Course of Study on overcrowded schools eloquently as follows: "As to overcrowding the course of study, I do not believe it. With all the cry about the 'terrible crowding of the pupils in our schools,' we have many pupils each year who are able to go ahead of the grades and do much more than the course of study calls for. As soon as our people become educated to the necessity of contributing more money for educational work, so that teachers may be provided with the best of teaching equipment and not be expected to teach over twenty-five to thirty pupils, I firmly believe that all that is now taught in the first eight years will be taught in six or six and a half at most. The course of study is not overcrowded, but the schools are."

* *

Music hath charms not only "to soothe the savage breast," but as well to quiet the unruly members of many a boisterous school. Music in school never means a loss of time, as many teachers are wont to give as their excuse for not having more singing. It really means more time for the study of arithmetic, history, geography, and every other study. Gather up the roving, straggling thoughts of the boys and girls, and have them united into a grand chorus of cheerful singing, and begin again all together in a *united effort* on the difficult problems of study. It pays to have music in the schoolroom.—*Pennsylvania School Journal.*

* *

The appointment of Prof. Griggs to the head of the Department of Education, Stanford University, has been received with great favor by the public school teachers, and the friends of education The selection of Prof. Edward Cubberly as his assistant will tend to strengthen the department. His work as Superintendent of schools of the City of San Diego has brought him face to face with the school problems of this Coast.

* *

The congratulations of friends on the success of this journal in securing the official designation do not lessen the responsibility of the editor in his efforts to give the State a creditable educational journal. Improvement is the watchword.

* *

The State Board of Education at its meeting, Feb. 12, 1898, designated the WESTERN JOURNAL OF EDUCATION as the official organ of the Department of Public Instruction from April 1, 1898, to April 1, 1899. Gov. Budd and Supt. Black were appointed a committee to have the law in reference to an official journal repealed by the next legislature.

* *

The meeting of the Southern California Teachers' Association at Los Angeles March 30th, 31st, and April 1st, promises to be a great educational gathering. Pres. Greeley and the executive committee are active in securing the best possible program.

Mistakes in Methods. Dr. E. E. White, the well-known student of Pedagogy has written of Mistakes in Methods as follows:

'Permit me to add with no special reference to 'ratio' method, that the early forcing of abstract relations and logical processes upon young children has been *been a wide and serious error in primary instruction*, especially in arithmetic. In the past forty years I have seen a half-score of new methods of teaching numbers to young children, each attended with exhibitions of wonderful attainments. Forty years ago mental analysis was the hobby, and even primary classes were put thru persistent drills in analytical reasoning. The marvelous feats in such reasoning by young pupils occasioned a genuine pedagogical sensation! An excellent training for pupils twelve to fourteen years of age was forced upon children as early as eight years of age. What was the result? Over thirty years ago one of the very ablest mathematicians in the United States, Dr. Thomas Hill, then president of Harvard College (*Ohio Educational Monthly*, pp. 5–10, 168–173, Vol. 11.), with unusual facilities for ascertaining the facts, published the opinion that this early training in analytical reasoning had not only been fruitless, but "an injury to pupils." Pupils who were marvels in mental arithmetic at nine years of age became indifferent, if not dull, at fourteen. Teachers in grammar grades were surprised at the weakness of pupils in written arithmetic who had been prodigies in mental arithmetic in primary grades.

"The Grube method, tho not so great a pedagogical sinner, has had a similar history. What superintendent or teacher has found in the fifth or sixth school year arithmetical skill or power that could be traced back to the Grube grind in the first and second school years? Who now regrets to see the method retiring from the primary schools which it has so long possessed?

"The forcing of young children to do prematurely what they ought not to do until they are older, results in what Dr. Harris calls "arrested development," and whether this be due to exhausted power or burnt-out interest, the result is always fatal to future progress. The colt that is over-speeded and over-trained when *two* years old, breaks no record at *six*. The same is true in the training of young children. There is such a thing as too much training in primary grades; an over-development of the reason. A little child may be *developed* into a dullard. More natural growth and less forced developments would be a blessing to thousands of young children. It is not what the child *can* do at six or seven years of age that settles questions of primary training, but what he *ought* to do—*i. e.*, what is best for him to do at this stage of school progress. The position has never, to my knowledge, been questioned that the pupils in our schools pass thru, as they go up in the grade, *three quite distinct psychic phases*—a primary phase, and intermediate phase, and a scientific phase. A clear recognition of these phases, with their activities and attainments, has resulted in fruitful reforms in school instruction, especially in primary grades. The tendency just now in some schools is to go back to the theory that an infant is a little man capable of causal reasoning, logical inferences, and philosophic insights; that he cannot only understand but can appreciate the highest literature!

"For one, I am very thankful that I was not forced when an infant over these elaborate "development" courses; that when a child I was permitted "to think as a child," and was not forced to think as a philosopher."

* *

February is a patriotic month for the schools. Lincoln Day, Washington's Birthday, Arbor Day, etc., are effective teachers of love of home and country. The Maine affair is not without its lesson of patriotism to people in the old schools of life.

A PICTURE FOR LANGUAGE WORK—From Painting.

THE RHODODENDRON

The State Flower of Washington, From Nature's Stories of the Northwest; by Herbert Bashford.

Dr. LeRoy Decatur Brown.

On January 13, 1898, Dr. Brown, after thirty-four years of active service in the cause of education, passed peacefully away at his home in San Luis Obispo, California.

He was born November 3, 1848, in the State of Ohio of New England ancestry. At the age of fifteen, having been refused the privilege of enlisting in the army he ran away from home and enlisted in an Ohio regiment, and was in active service in 1864-5.

On returning home, he entered a district school and the following year taught a school adjoining the one he attended. He again entered school and passed successively from academy to college and at length graduated from the Ohio Wesleyan University. During his entire college course he devoted more or less time to teaching.

In 1871, he was appointed County School Examiner in his native County. In 1873, he took charge of a graded school at Newport, O., and shortly after assumed the office of Superintendent which he filled with marked success.

In 1878, he was admitted to the bar and in the same year was married to Miss Esther E. Gabel, of Eaton, O., who survives him.

He was an officer of the National Educational Association in 1880. presided over a department at San Francisco in 1888 and at the time of his death was one of the life directors of the organization from California.

While Superintendent of Schools at Hamilton, O., he was granted leave of absence and made a trip to Europe to study the school systems there, and on his return delivered a series of popular lectures upon his summer abroad.

In 1883 he was elected State Commissioner of Schools for the State of Ohio and served with distinction, introducing many notable reforms in the prevailing school system. During his encumbency of this office he received the degree of Doctor of Philosophy from Baker University. In 1887 he was appointed by Gov. Foraker a trustee of the Soldiers' and Sailors' Orphans Home at Zenia, O. At the close of his official career in Ohio, he accepted a position in a banking house, but was soon called from that place to the Presidency of the University of Nevada which place he resigned in 1889.

Removing from Nevada, he took up his residence in Los Angeles, and there occupied various positions including that of City Superintendent of Schools and principal of the High School. In 1895, he was made principal of the High School of San Luis Obispo and inaugurated some creditable reforms in that school, raising the standard of scholarship.

His health failing him, Dr. Brown resigned the principalship and retired to the country where for a time he taught a district school. Toward the close of last year he returned to his family at San Luis Obispo and in a few days passed to his eternal rest with the cheerfulness of a philosopher and Christian.

A Ballad of Poverty Row.

Brave old neighbors in Poverty Row,
  Why should we grudge to dwell with you?
Pinch of poverty well ye know—
  Doubtful dinner and clouted shoe,
Grinned the wolf at your doors, and yet
  You sang your songs and you said your say,
Lashed to labor by Devil debt,
  All were manful, and some were gay.

What, Old Chaucer! a royal jest
  Once you made in your laughing verse:
"Do more goldfinch-song in the nest—
  Autumn nest of the empty purse!"
Master Spenser, your looks are spare;
  Princes' favors, how fleet they be!
Thinking that yours was the self-same fare,
  Crust or crumb shall be sweet to me.

Worshipful Shakespeare of Stratford town,
  Prosperous-portly in doublet red,
When of the days when you first came down
  To London city to earn your bread?
What of the lodging where Juliet's face
  Startled your dream with its Southern glow,
Flooding with splendor the sordid place?
  That was a garret in Poverty Row!

Many a worthy has here, I ween,
  Made brief sojourn or long abode;
Johnson, dining behind a screen;
  Goldsmith, vagrant along the road;
Keats, ah, pitiful! poor and ill,
  Harrassed and hurt, in his short spring day;
Best Sir Walter, with flagging quill
  Digging the mountain of debt away.

Needy comrade, whose evil star,
  Pallid-frowning, decrees you wrong;
Greatly neighbored, in truth we are;
  Hold your heart up and sing your song!
Lift your eyes to the book-shelf where,
  Glorious-gilded, a shining show,
Every man in his mansion fair,
  Dwell the Princes of Poverty Row!

—Helen Gray Cone in *Century, New York.*

PROF. ELLWOOD P. CUBBERLY.

Recently appointed to the Department of Education, Stanford University.

Ellwood P. Cubberly, Superintendent of San Diego City Schools, who has recently been called to a professorship in the department of Education in Stanford University, is a native of Indiana, being born in Andrews that state in the year 1868. Mr. Cubberly received his early education in his native town, his father being a prominent merchant of the place. In 1886 he entered the freshman class of the University of Indiana. After two years work he left and engaged in teaching, returning to the University in 1886 and graduating in 1891.

Soon after graduation he was elected to the chair of Physical Science in Vincennes University one of the oldest educational institutions in Indiana which boasts of having Wm. Henry Harrison as first president of its Board of Trustees. This position he filled acceptably until 1893 when he was selected President of the University. Shortly after his installment as president Mr. Cubberly began to show the strong qualities which have since characterized his work. A new life and spirit began to manifest itself in the school and Vincennes took a long leap forward. The whole institution was modernized. A comparison of the catalogs of the year previous and the year following his accession shows in a measure some of the things acomplished.

In 1896 Mr. Cubberly resigned the presidency of Vincennes to become superintendent of San Diego City Schools. The coming of Mr. Cubberly to San Diego makes a distinct epoch in the growth of our schools. He found a body of wide-awake, earnest and intelligent teachers ready to co-operate for the betterment of the system. It would be impossible in a sketch of this length to give an adequate idea of excellent work done by our superintendent in his two years work in our schools. Briefly, two things of much value have been accomplished.

He has given us a most excellent "Course of Study" in line with the best educational thought of the day.

Mr. Cubberly's departure means a great loss to San Diego. This will be especially felt by those who have been most closely associated with him in his work.

W. F. CONOVER.
Prin. "B" St. School, San Diego, Cal.

The Stories That Skall-Lal-A-Toots Told.

BY MARA L. PRATT.

Skall-lal-a-toots is a little Indian boy, and he lives away out on the Pacific Coast. He is a tiny little fellow, and that is why his mother named him Skall-lal-a-toots.

But Skall-lal-a-toots is growing larger every day, and if he grows brave and daring his father will change his name to Puss-puss. For, you see, Skall-lal-a-toots means "little fairy," and Puss-puss means "Mountain bear." What little Indian boy would not rather be called Mountain Bear?

Skall-lal-a-toots has funny little slanting eyes; you would almost think he was a Jap, but he is not. He is an Indian and very proud is he of his people, you may be sure, for no people in the world are so wise as the Indians—so little Skall-lal-a-toots thinks.

No other people are so skillful in making canoes as the Indians are. Why, Skall-lal-a-toots' father can cut a fine canoe out of a tree in one day; and it will be sure to balance in the water just right the very first time it is floated. It will not be too long, it will not be too short, it will not be heavier on one side than on the other. Surely, no white men can make canoes as skillfully as that.

Then there are the totem-poles that the Indians can carve. Once Skall-lal a-toots carved a totem pole himself; a wonderful thing it was. It had three faces, and the eyes and mouths were a marvel to behold! Skall-lal-a-toots himself was almost scared to look at it! It seemed as if the eyes were staring at him, and that the mouths would eat him up!

After Skall-lal-a-toots got used to the totem-pole he was very proud of it, and some day Skall-lal-a-toots will make a canoe too. When he can carve totem-poles and make canoes, then his father will give him his new name—Mountain Bear.

Now there is nothing Skall-lal-a-toots loves so much as the coming of the T'-so-lo man; for the T'-so-lo man is the story-teller of Skall-lal-a-toot's people.

"Some day I will be a story-teller, too," Skall-lal-a-toots often says. Already his little Indian playmates call him "little T'-so-lo," for he calls the children around him and tells them the stories he has learned from the T'-so-lo man. This makes a hero of Skall-lal-a-toots; and I think he enjoys being a hero as much as any little white boy you ever knew. You should see him stick his little fists down into his girdle and strut about among the other little Indian boys. His father laughs at him, but the children sit at his feet and listen, listen, listen!

"Hark! I think Skall-lal-a-toots is going to tell a story now."

"Skall-lal-a-toots! Skall-lal-a-toots!"

"T'-so-lo! T'-so-lo!"

That is what the children cry when Skall-lal-a-toots says he will tell them a story.

"What story do you like?" Skall-lal-a-toots asks the children.

"The Thunder Bird! The Thunder Bird," they answer.

Then the make-believe T'-so lo man begins':

"Boom, boom, boom! Boom, boom, boom!" That is what Skall-lal-a-toots always begins his Thunder Bird story with. Then the children say, "What is that we hear?"

And Skall-lal-a-toots says, with a very sober face, "That is the Thunder Bird—the Thunder Bird that makes the rain, and this is how he came to be:

"Quootz was a witch. Too-lux was the south wind. One day Too-lux came to the cave of Quootz: Oh, give me some fish, old witch," he cried.

"Take the net," said the witch, "and go and catch a whale, I will cook it for you." So Too-lux took the net and went down to the sea, and what a big whale he did catch! and how proud he was of his skill! "Now take the sharp shell," said Quootz, "and cut the whale down the back, from head to tail." But Too-lux was so hungry he did not hear what Quootz said, so he took the shell and cut the whale straight across the back. Then it was as if there were two whales.

And what do you think happened? The two halves of the whale flew up in the air. They were two big white birds now, and away they flew up into the monntains; there they made a

nest. Then the mother bird laid some eggs, and the father bird watched over them.

"We must have those birds," said Quootz, so away the witch and the south wind flew—after the birds. And when they found the nest, the south wind blew, and blew, and blew, and blew, until he blew the nest off the mountain, and the eggs went rolling down the valley. All the eggs were broken but one. From that one the Thunder Bird was hatched—the Thunder Bird that makes the rain and hail!

"Boom, boom, boom! Boom, boom, boom!" Skall-lal-a-toots says when he has finished his story. Then Skall-lal-a-toots and all the children watch the clouds till the sun goes down in the west.

"Perhaps some day we shall see the Thunder Bird," they say. And the Thunder Bird answers—or Skall-lal-a-toots answers for him—"Boom, boom, boom! Boom, boom, boom!"

A Suggested Lesson

To Vary the Monotony of Some Dull Afternoon.

To the Teachers of Riverside County:

May I suggest a diversion for you and your older children some Friday afternoon or some day when the regular lessons drag? It is this: To give an exercise on the planning of a school ground. Perhaps nowhere in the world are there more beautiful homes than in Riverside County. Nowhere are the conditions and possibilities finer for producidg striking and wonderful results in the adornment of the earth. We have neither time nor skill for the teaching of landscape gardening; but we can direct our children's eyes to the fact that it is a delightful task to plan out a ground for home or school.

We can awaken their minds to the fact that an intelligent idea beforehand is necessary for the results we all admire and desire; and to the fact that it is a pleasing thing to use our brains in working available materials to the best advantage in planning homes for ourselves or our schools. The future of our county is wrapped up in these children we teach. Who knows what improvements, what symmetry in drives and grounds, what beauty of tree and shrub and flower may spring from this little lesson, pleasantly and easily given?

GROUNDS FOR BELMONT SCHOOL.
By Kate Gray.

EXPLANATION.

o—Umbrella Trees.
x—Cypress Trees.
*—Hitching Post.
—Board Fence, painted.
A—Well, Windmill, Tank.
B—Water Trough.
C—Cottonwood trees with Seats.
D—Palm Tree with Rock Border.

The rough sketch above will give an idea of what may be done by the children. Perhaps it would be well to make two exercises of it—one day a dictation lesson at the blackboard, to give them the idea at which you are aiming; and another, where each pupil works out his own notion independently on paper. Be sure to save these papers for the superintendent's next visit—they will be very interesting and original if the matter be well managed. The exercises may very properly take the place of either drawing or geography for a day or two. You may either give the dimensions of an imaginary house and grounds, or have the pupils go out and measure the actual dimensions of your own school property, and draw roughly to scale. If it be thought desirable to plan for a home rather than for a school, well and good. The materials that the children may use are: fences of all kinds, gravel, cement, trees, shrubs, flowers, vines, rock, brick, faucets, fountains, wells, windmills, water troughs, arbors, hedges, roads, paths, borders, etc, etc. Caution them against attempting to get in too much, against making an impossible jumble. Have no trees or plants allowed that are not likely to thrive under your conditions. Use materials that can be readily obtained. Do not put out things that will be readily destroyed or that will not bear the vicissitudes of a school-ground existence. During the blackboard exercises it will be well to talk over all materials, so that the pupils may thoughtfully consider them and try to adapt the manes to the end in view. Before attempting the lesson the teacher should herself draw a plan. Put trees where shade will come where you want it, and give room for them to grow to large size. Do not tire out the children by insisting upon the niceties of drawing or exactness of scale so that they will not express their own tastes and ideas freely and easily. Your object is to encourage each pupil to form an idea of his own and to roughly express it by diagram. Then you have a noble opportunity to soften the barbarities, smooth the incongruities, enrich the poverty of those ideas. Thus you lead your flock to have more ideas and better ones than they otherwise would. Thus you make your mark upon the future of this, our world.

Very respectfully yours,
EDWARD HYATT.

NOTE.—The idea of the above exercise was obtained from the Hemet High School, and its teacher, Mr. Rice. The best plans that come to me are those that come from our own teachers at work in our own schools.

February—California.

Small, kindling pulses in dry stems,
Green carpets on the lanes;
Bold, little, sudden winds that whirl,
And warm, sweet, blustering rains—
The earth is warm, the heart is warm,
The gay acacia blows;
And lo, the lovely march of flowers
In glad procession goes.
—*Warren Cheney, in Youth's Companion.*

Three of the five deaths of students in Chicago University the past year are attributed to actual starvation by President Harper, who also affirms that in every large university poor and ambitious students sacrifice health, comfort and life itself in the thirst for an education. Startling as is the statement, it emphasizes one of the greatest needs of the age; a proper understanding of the chemistry of cooking, and the detriment to mind and body of unsuitable or insufficient food. Two kittens of the same litter were recently set apart by a scientist and brought up under identical conditions, except that their food was diametrically unlike. At the end of four months whenever the scientist held out his finger to one, the kitten rubbed lovingly against it; while the other would bite and draw blood. No wonder, says a witty commentator, that around some family tables the women scratch and the men swear.

"The evil that men do lives after them." Dr. Thompson, master of Trinity College, Cambridge, was a scholar and an administrator; but his fame rests on his sharp, witty, and often bitter epigrams: He said of Ely, where, as profassor of Greek, he held a canonry, "The place is so damp that even the sermons won't keep dry there;" and at a college meeting, where some of the young fellows were treating with very little respect the opinions of their seniors, he said, "None of us is quite infallible, not even the youngest."

Of an amiable and excellent scholar, he said: "The time that he spends on the neglect of his duties he wastes on the adornment of his person;" and of an eminent professor, whose first lecture he attended, "I little thought that we should so soon have cause to regret his predecessor, Professor—."

Many persons oppose a spelling reform, so-called, on the ground that a simplified orthography would deprive the language of its richness by destroying the evidence of the derivation of words, and making the words themselves look cheap and undignified, so to speak, when printed. They are not without examples that seem to bear them out in their contention.

BOOKS.

To sages an eternal school,
A hobby harmless to the fool.
—*Cosmo Monkhouse.*

Jones—"What a magnificent actor Salvini was, and how his name somehow seemed to fit him!"

Mrs. Jones—"Yes, but wouldn't it be an up-hill job for a woman to try to become famous with such a name as Sal Veeny?"

THE SUPERVISION OF RURAL SCHOOLS.

Extracts from a discussion on the Department of Supervision by Supt. T. J. Kirk of Fresno Co., at the State Teachers' Association:

"In my judgment, this is the most important and far-reaching report that has yet emanated from the National Educational Association, for it not only touches all the vital points in the courses of study, for which the other principal reports are famous, but it embraces the entire field of popular education.

A CRITICISM.

"There is but one criticism which I shall indulge, and I am not sure that I have ground for that. If the committee are to be understood as considering our rural schools a class *sui generis*, if from any point of view they would have the report construed to favor or suggest a segregation, in any manner, of rural schools from city or town schools, I wish to be understood as strenuously opposing their views. I can conceive the conditions of the rural schools in the Eastern States being such as to make such view of the report reasonable and applicable.

"If we compare our city schools alone with the city schools of the East, the odds are frequently against us. It is only when we put *all* our schools into comparison with all their schools that we take the highest rank. The reason is, because our rural country schools are better than their rural schools, because they are more closely related to and connected with village, town and city schools—the weak with the strong, the rich with the poor. The rural schools are helped without any detriment whatever to the cities and towns. It would not be easy to determine, all things considered, which receives the greatest benefit from this relation.

"We will do well to bear in mind that by rural schools the committee of twelve mean not the schools of one teacher only, but, as a rule, all schools outside of cities having 8000 or more inhabitants.

A SCHOOL MAINTENANCE.

"It is gratifying to note that, wherever throughout the report the matter of school maintenance is alluded to general approval of the California system is manifested. Our honorable State Superintendent, as a member of that committee, concisely and at the same time very clearly sets forth the financial plan of our public school system. I beg to repeat my words in a former paper before this association, that if we of California should never cease to remember with gratitude the pioneer educators of California—John Swett, Andrew J. Moulder and others—who succeeded in establishing at the outset in California a State school system in contradistinction to the old district system, which Horace Mann labored so arduously to eradicate in Massachusetts. We have here what may be termed the happy blending of the State, the county and the district units of taxation.

SUPERVISION OF SCHOOLS.

"In the discussion of supervision, it is clear that the committee consider the professional rather than the administrative duties of the Superintendent of primary importance. With this there can be no disagreement: The value of professional supervision, of expert inspection of school work, cannot be over-estimated, and our rural schools are neglected in these essentials, but I do not believe that the multiplicity of duties that come solely within the administrative purview of the Superintendent can be intrusted, as would seem to be intimated, to other than expert minds and hands. These administrative duties are more than clerical. They are such as require wisdom, sagacity and judgment. Plans for school houses are to be inspected and approved, and our law is at fault in not requiring the Superintendent, also, to inspect and approve every article of school furniture and apparatus that may be purchased or required. It is his province to advise and direct as to the best means of lighting, heating, seating and of general sanitation and arrangement of school buildings and premises. He is to sit in judgment upon petitions for the formation of new districts, and for the change of district boundaries, to adjust differences between boards of school trustees, and between trustees and teachers. He is held responsible for the legality of orders that he honors, and is required to approve all demands upon the library fund for books, and if his powers were still further enlarged, in these last named particulars, the right sort of superintendent could protect the schools and the people against a horde of venders of books, apparatus and supplies. These venders have ever preyed upon a fund that was intended to be and is a valuable feature in our educational school system.

"The matter of annually securing an ample county tax levy depends largely upon the force and character of the superintendent. A State, a county, and a city superintendent as well, should be as nearly an all-round man as any possibility can demand. To the qualifications of a scholar and an expert educator should be added those of a thoroly honest, good business man. Much might be said as to the manner of electing county and State superintendents.

"I trust that in the discussion which is to follow this paper some of my fellow superintendents will tell us how, under the present conditions, school work may be best inspected.

"One amendment in this relation, in my opinion, would be an improvement, make the county superintendent ex-officio a member of every board of trustees in his county, outside of cities employing city superintendents. He should have a voice in the selection of every teacher in his county. The objection to be offered to this is, that it is dangerous to give to the superintendents so much power. While adding greater authority, it would impose upon him additional responsibility, but with increased responsibility and enlarged powers the office has grown in efficiency and importance, and it is my belief that with these still further care will be exercised by the people in selecting a man for the place.

TRAINED TEACHERS.

"The committee strike a keynote when they state that rural schools suffer from the lack of trained teachers. I will go a step further and say that all our schools suffer for the same reason. The rural schools do not contain all the novices in teaching. Our schools suffer from the too frequent change of teachers. Under our system of county board examinations, a vast army of unprofessionally trained teachers are semi-annually licensed to teach. Armed with these county certificates, they are, by the aid of friends, able, very frequently, to supplant the normal graduate or the experienced teacher. True, we often secure excellent teachers thru these county board examinations, and occasionally the normal school sends out a very inferior teacher. Between these two classes of teachers, communities all over the state are in doubt as to where they should look for strong teachers. The licensing of teachers by county boards is wrong in theory and pernicious in practice. It was meant only to meet early conditions of the state, and should cease soon, if not at once. The normal schools and other institutions that are training teachers should supply us with sufficient teachers and with better teachers. The professionally trained teacher should be so decidedly superior to the untrained one that the most backward community might readily recognize the difference.

"I am inclined to the belief, from statements received from the principals of our normal schools, that more normal teachers would today be in our school-rooms if greater encouragement were given by superintendents and by those with influence in placing teachers. A large number of normal graduates fail to get schools and many drop out of the work for lack of appreciation and preferment. I find them ready to go to our isolated rural school districts. We should demand that our normal schools and other institutions for the training of teachers pass and send out such persons only as are specially qualified. It is perhaps a little presumptuous in me to so state, but my observation and experience lead me to believe that due discrimination is not always exercised in graduating teachers; yet we school superintendents should show our preference for them and encourage their coming to our counties.

SCHOOL TRUSTEES.

"Next in importance to the superintendency, if not, under existing conditions, of greater importance, is the office of school trustee. Teachers in institute may resolve, legislatures may pass wise laws and superintendents may plan and instruct; but unless the schools are controlled by boards of intelligent trustees in full sympathy with and with proper appreciation of the work, it will never be possible to bring our schools to the high standard of excellence for which we are striving. They hold the purse strings. Under the present conditions they are the powers supreme. I

would not seek to dispense with them. They are close to the people and are essential factors in our school system. As a rule they may be taken as the highest average of intelligence and of business ability in their communities. With few exceptions they desire the greatest good for the schools for which they are selected to manage. The difficulty is that they are not fully informed as to the duties and responsibilities which are entrusted to their care. No standard of qualification is required, no provision is made for their training or preparation. No compensation is given for service rendered. Occasionally over-officiousness is seen, but generally their failings result from negligence, indifference and lack of knowledge of what to do, or what not to do. What can be done to secure greater efficiency is an all-important question. Is it possible to provide for some sort of school trustees' annual institute? I hope to hear some discussion on this subject.

COURSE OF STUDY.

"What to teach, when to teach it, to teach it in what relation and in what proportion of time, have been the all absorbing questions in educational councils, in teachers' institutes, and in other educational gatherings thruout the state during the past few years.

"With so much thought centered upon one line of work, it would be a sad reflection upon the educators of this state if a flood of light has not been thrown upon this subject. We certainly may with safety claim that by eminent leadership of Dr. Elmer Brown, ably seconded by a score or more of other experts, we have had placed before boards of education in this state during the past four years many sound principles and wise suggestions which have been incorporated into courses of study which are undoubtedly bearing good fruit today, and which may be expected to return a fuller fruition as time passes. All absolute truth in reference to courses of study will probably never be discovered. In the effort put forth to reach the ideal lies the hope of progress in all things.

"We note that Dr. W. T. Harris and his two colleagues of the special committee are not of one mind touching several points in their report to the committee of twelve on 'Instruction and Course of Study.'

"The chief question to be discussed in this connection is, May the country school of one or two teachers, with many or all grades, profitably pursue the same course of study that is adapted to a city school having a teacher for every grade? Right or wrong, reasonable or unreasonable, unless I am misinformed, the superintendents and county boards of education of fifty-seven counties in the State of California have, unless some departure has recently been made, been requiring this very thing.

"The superintendent or teacher who is familiar with both city and rural school work can testify that the pupil from the country stands well up in thinking power, in a knowledge of the branches, grade for grade, with the city pupil of the same age. Teachers in our high schools can corroborate the statement that among their strongest students are those who have had more or less training in the country schools. These facts are particularly noticeable in the high schools of the smaller cities, where a great many of the high school pupils come from surrounding country districts.

"May it not be a mistake for the city teacher to have only one grade or division under his or her instruction? May not the largeness of the class and the smallness of the perspective both work injury to the pupils?

"I hold that, if the course of study be given proper flexibility, if the live teacher be given sufficient latitude and tact and talent to combine classes skilfully, the rural teacher will do as much and as good work as the city teacher in the same length of time."

A writer in Vanity Fair of London has discovered "another honest American. His name is Jordan, and he is, I understand, what is known as an official expert. He has just been giving his opinion on the decrease of seals in the Bering Sea. 'It is due,' he says, 'solely to England and the United States. The latter'—mark this, and digest it please, American editors, if you can—'has never come into any conference with clean hands. We have allowed our pirates to destroy the seal herds of ourselves and of our neighbors.'" And then the Vanity Fair representative adds, "I should like to shake hands with Mr. Jordan." Why? Because his hands are of those which he declares unclean?

A Floral Calendar.

This collection of flowers was made by one of the upper grades in an Oakland School. The specimens were all found on the sidewalks, in the vacant lots or on the near hills. Dates no doubt vary with seasons, and localities, but these must approximate the truth for Oakland.—E. E. G.

1.	January	5th.	Compositæ—Dandelion.
2.	"	6th.	Brassica campestris—Mustard.
3.	"	7th.	Erodium cicutarium—Filaree. "Clocks."
4.	"	7th.	Eschscholtzia Californica. Cala. poppy.
5.	"	14th.	Grindelia cuneifolia—Gum plant.
6.	"	14th.	Compositæ—Mayweed.
7.	"	15th.	Stellaria media—Chickweed.
8.	"	19th.	Capsella Bursa-pastoris—Shepherd's purse.
9.	"	20th.	Malva rotundifolia—Cheeseweed.
10.	"	23rd.	Spergula arvensis.
11.	"	23rd.	Clover.
12.	"	25th.	Anagallis arvensis—Pimpernel.
13.	Feb.	9th.	Medicago denticulata—Bur clover.
14.	"	15th.	Ribes glutinosum—Wild currant.
15.	"	23rd.	Ranunculus Californicus—Buttercup.
16.	"	23rd	Dentaria Californica—Toothwort.
17.	"	23rd.	Mimulus glutinosus—Sticky monkey flower.
18.	"	23rd.	Trillium sessile—Californian Trillium. "Wake Robin."
19.	March	1st.	Œnothera ovata—Sun-cups.
20.	"	7th.	Cynoglossum grande—Hound's tongue.
21.	"	7th.	Zygadenus Fremonti—Soap-plant.
22.	"	7th.	Calandrinia menziesii.
23.	"	7th.	Solanum umbelliferum.
24.	"	7th.	Castelleia parroflora—Painted cup.
25.	"	7th.	Dodecatheon meadia—Shooting star.
26.	"	21st.	Tellima affinis.
27.	"	21st.	Montia perfoliata—Miners' lettuce.
28.	"	21st.	Platystemon Californicus—Cream cups.
29.	"	21st.	Wild pea.
30.	"	21st.	Viola pedunculata—Wild pansy.
31.	"	21st.	Nemophila insignis—Baby-blue-eyes.
32.	"	21st.	Brodiaea multiflora—Wild hyacinth.
33.	April	9th.	Amilacina amplexicaulis—False Solomon's Seal.
34.	"	9th.	Aquilegia truncata—Columbine.
35.	"	9th.	Plantago Patagonica—Plantain.
36.	"	9th.	Potentilla glandulosa.
37.	"	9th.	Ceanothus thyrsiflorus.
38.	April	9th.	Trientalis Europæa—Star flower.
39.	"	9th.	Eritrichium fulvum—White forget-me-not.
40.	"	9th.	Hosackia subpinnata.
41.	"	9th.	Rubus ursinus—Blackberry.
42.	"	9th.	Sisyrinchium bellum—Blue-eyed-grass.
43.	"	9th,	Rubus Mitkames—Thimbleberry.
44.	"	9th.	Rosa gymnocarpa—Wild rose.
45.	"	9th.	Sidalcea malvæflora.
46.	"	9th.	Calochortus lilacinus.
47.	"	11th.	Frillaria lancelota—Brown lily.
48.	"	11th.	Orthocarpus erianthus.
49.	"	12th.	Phacelia tanacetifolia—Wild heliotrope.
50.	"	18th.	Lonicera involucrata—Twinberry.
51.	"	18th.	Scrophularia Californica—Californian Figwort, or Bee plant.
52.	"	21st.	Silena gallica.
53.	"	25th.	Castilleia foliolosa.
54.	"	26th.	Mimulus luteus—Common monkey-flower.

During a lesson in "Ethics" the other day, I called the attention of the class to what constituted *ma*licious mischief. At recess I overheard a little eight-year-old reprimand his playmate, adding: "You know what the teacher told you about *de*licious mischief, don't you?"—*Mrs. L. M. Dake, El Nilo, San Diego Co.*

A gentleman bought a dog which turned out to be of very undesirable habits. "The man who sold him to me," said the purchaser, "called him a pointer; I call him a disappointer."

"Dar ain' no wuss victim of misplaced confidence," said Uncle Eben, "dan de man who gits ter thinkin' he knows ev'rything."—*Washington Star.*

LATEST EXPRESSION ON CHILD STUDY.

By G. STANLEY HALL, *President of Clark University.*

[Extracts from an address delivered before the Child Study Congress, New York City:]

I fancy that if a general consensus was taken of all those competent to express an opinion concerning what scientific instrument among all the hundreds that exist was the best, had done the most for men, and promised to do the most in the future, I feel quite persuaded that most of the votes of the competent would be given to the microscope, because it has created at least half-a-dozen sciences in the things which no naked eye ever saw, or ever will see. Bacteriology, and half-a-dozen other sciences that pertain to the deepest of all human interests—life, death, reproduction, and disease—all have been created by this wonderful instrument which has revealed them.

What is it toward which all the microscopes in the world to-day are directed? All those having the eyes of investigators who are attempting to make new discoveries, rather than those who are practicing and learning and rehearsing what is already known. What is it toward which all microscopes bent on discovery are directed? They are directed toward that mysterious, wonderful history of life, by which you and I and everyone began only a few months before our birth as a single invisible microscopic cell. That cell divided when it grew too large to nourish itself from the outside, and as those halves grew larger they divided again, and so on, until at last, you could see under the microscope that this was to be, not one of the lower, but one of the higher orders of life, and later it was apparent that it was to be a man. That wonderful history, is, I think, the most eloquent of all the facts of nature, and, to my mind, the most divine fact in all natural religion, because it speaks in more eloquent tones than any other of the wisdom, goodness, and power of God.

THE BODY THE MOST MARVELOUS MIRACLE.

Speaking of the body in which we live, I think we have abundant reason to marvel, and to say that of all the natural miracles going on to-day, this is the most marvelous. It is no wonder, then, that the story of the development of life is what every student of biology is giving his chief attention to. It is no wonder we are having all these new departments in biology and in kindred sciences; but it is the development of the history of the body, which is being studied with the greatest care, and with most marvelous results. Just as we formerly studied natural history in the museum, so now it is essential to have a large collection of skeletons and dried specimens and microscopic slides, in order to study every form of stuffed animal, pickled animals in jars, that the world has ever seen. But another thing has come in; a kind of work that does not need the museum, i. e., the study of the human soul. Just as heretofore we worked by the study of classification and analysis of the adult man, now we are coming to approach the study of the human soul by another method, viz., its 'gradual development,'' and we are getting a new point of view for discussing all these great problems of the intellect, the feeling and the will.

PHILOSOPHER, INVALID OR FOOL AT FORTY.

To begin with, we have to consider the body and health; and I think we all shall agree that the best of all physical blessings is good health. Good health and holiness are the same. Holiness really means "completeness." It is akin to the Saxon word "hāl." So that health to the Lord ought not to be forgotten along-side holiness to the Lord; and I am inclined to think that it is one of the best conditions to leading a religous life. But first of all, be well! This, of course, is of supreme importance for children. The soul needs a good body, and while it is true that a great many of the best thoughts have been those of feeble body, have often been geniuses, still to-day I feel no one can be found to dispute the prime necessity of perfect health. Indeed, I am inclined to think that health ought to be put with holiness.

You remember the philosopher who said the feat he performed, of keeping his feeble body alive at eighty years of age, was a greater achievement than even to have written all his books; and there is some truth in the homely German proverb: "By the age of forty, one is a philosopher, an invalid or a fool." A philosopher one needs to be to keep really well nowadays. One can easily become an invalid, and if one is a fool, he does not have to sustain the moral activity, which is the most trying for the health. The first thing, then, is the body. Among the earliest functions of the body are "the measurements of the eye." A student in Germany recently put together statistics of the defects of the eye in the schools. He discovered that these increased rapidly all through the school-grades, reaching at the age of eighteen the alarming proportion of forty-two percentage.

NERVOUS DISEASES.

Nervous diseases also form a whole group of special researches by themselves. It is these diseases that seem to follow in the wake of eye-trouble. There is the worry of examination, for example. I can often tell, by the very look of a child's face, whether there is an examination approaching. It causes a kind of strain, a nervous tension, that deprives him rather too much of what I consider his right joy and happiness. I do believe that in many places, at least, the modern examination system has been carried too far, for the best interests of the children. At any rate, that is one of the fruitful causes of some of the nervous diseases. Of course, some are simply curvatures of the spine, of motor incoordination, disturbances of the small muscles, and they make up one of the most important parts of the whole body.

Within two or three years after birth, all those fibres that go from the brain to the large muscles that move the shoulders, the lips, the hips and the nose are complete, and therefore they can be used without danger; but it is a very different thing with the little muscles that move the fingers, that move the organs of articulation and facial expression, are developed much later in life.

MUSCLES CHANGE WITH CHANGE OF THOUGHT.

It is these little muscles that are most closely connected with the mind. No part of the body, except the brain, is so much an organ of the intellect as these tiny muscles. You see this is what is known as "mind-reading," or "thought-reading," which is simply "muscle-reading." It is because it is almost impossible for anyone to change his thoughts without changing his muscle tension. It is this that explains all those marvelous performances that you often see upon the stage. Indeed, there are plenty of laboratory experiments to show that the tension of these muscles changes with every change of thought. We can frequently read in a person's face what is going on in his mind. There are, of course, notable exceptions. It was said of Disraeli that he used his face as a mask. It never revealed anything in his mind; it was quite impassive. Gladstone is said to be quite the opposite, his face always betrays the thoughts he expresses.

It is therefore of the greatest importance that these tiny muscles should be healthful, and we know there is a disease called "corea," which, although a pronounced disease, is one of the most common symptoms we meet in the street. We go into a school-room and set the children to making marks with a pencil. They at once begin to twitch the face, showing the lack of control, which is so fundamentally important for thought. This may appear but a slight matter, but it is of the greatest consequence in future development. Very often these muscles gain far more control than is imagined.

I know a bright girl who is at present in an asylum. She swayed her head continually; finally she began to rock, and could not control that rocking movement, and now she is dying, and all the energy of her body is going into it. I have a very bad habit myself. I twist a chain and in time wear it out. I could speak better if I used that energy in speaking. I know a distinguished senator who has a habit of handling his keys while talking, and when he takes out his keys, I then know I have the key to his mind. I believe Coleridge, the English author, had a peculiar automatism. He used to grasp a button on the coat of the man he was talking to. One day he met Charles Lamb, to whom he began talking rapidly on his favorite subject, until Lamb, being in a hurry, took off the button with his penknife, and, returning an hour later, found him still talking, with the button in his hand.

FLOWER DRAWING

By KATHERINE M. BALL

To put any kind of an object before a child and simply tell him to draw it, is not teaching drawing.

That some people draw in a spontaneous manner, often unconscious of their own methods, is no reason for expecting all people to do so.

Any one can learn to draw, provided he is properly trained; but the training is the result of skillful teaching.

It is the province of the teacher to help the student so that he may be able to do with understanding, what his gifted brother the genius, does apparently unconsciously.

In flowers as in all other objects, we must see form and know it before we are able to express it in drawing, and since the study of the *appearance of form* logically follows the study of the *facts of form*, it is necessary to study the realities of the number, kind, size, shape and relation of the various parts of the flowers before considering their appearance. With this end in view, the following matter may be considered.

A complete flower is one that consists of four parts, the pistil, the stamens, the corolla and the calyx.

A symmetrical flower is one in which all the organs of each set are of the same number, or a multiple of that number; for example, five petals, five sepals and ten or fifteen stamens.

A regular flower is one in which all parts of the same sort are alike in shape, size, and position.

In some flowers the *corolla* consists of separate petals, as in the wild-rose; in others the petals are partially united, as in the blue-bell; while in others they are wholly united, as in the morning glory.

We sometimes speak of the corolla as being (a) monopetalous (b) funnel-shaped (c) bell-shaped (d) salver-shaped (e) wheel-shaped (f) lip-shaped and (g) strap-shaped.

In the study of the *calyx* we find the structure similar to that of the corolla and most of the terms of the latter are applied to the former.

The *stamens* are the pollen-bearers. They consist, usually, of little stems, called filaments, and little envelopes, containing the pollen, called anthers. Sometimes the stamens are united by the filaments and sometimes by the anthers; then again they are joined so as to form a tube surrounding the pistil.

The *pistil* consists of the ovary, which contains the young seeds, the style and the stigma upon which the pollen must fall in order to fertilize and ripen the seeds.

Flowers may be single or double; that is, consisting of one or of more than one row of petals in the corolla. In their growth from the stem, they may be *terminal*, that is, growing from the end of the stem, or *axillary*, growing from the axil of the leaf. They may be *solitary* in their arrangement or *clustered*.

In some plants the oldest blossoms are placed at the ends of the stems, while in others they are on the outer or lower part of the stem. The former arrangement is known as *definite*, while the latter is termed *indefinite*.

In a sequence of exercises in the drawing of flowers, we begin with the simplest shapes and study those flowers that are single, symmetrical and regular, such as the buttercup, wild rose, poppy and marguerite; after which the violet, pansy and others of a similar character may be taken. Double flowers, such as the rose and dahlia may follow, and again be succeeded by small clusters, the latter being the most difficult of all.

THE SCIENCE LESSON.

Each child should have a flower of the same kind in his hands. This should be carefully studied; first as a whole, and then according to its parts. Its name, its kind, its use, its habits, its resemblance to and difference from other flowers, its beauty, its color and its general shape and proportions, should be discussed, after which attention should be called to its parts, for example: A, *the centre*, consisting of stamens and pistils. B, *the corolla*, consisting of petals. C, *the calyx*, consisting of sepals. D, *the ovary*, or seed vessel. The ovary is not always so located. It is sometimes placed within the corolla and sometimes above it. E, *the stem*.

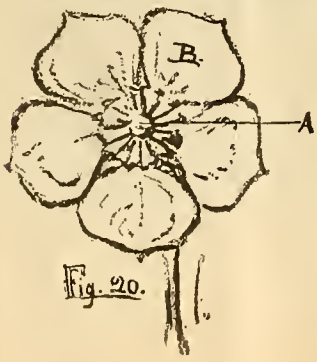


Fig. 20.

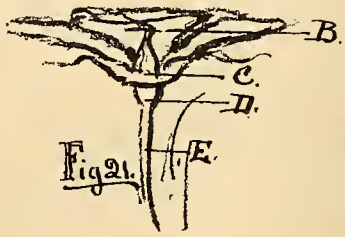


Fig. 21.

The flower should be studied from two points of view, viz., looking down on it and seeing the *top face view*—Fig 20, and viewing it when placed directly on a level with the eye, getting the *front face view*—Fig 21.

The children should be questioned as follows:

(1) Looking down on the flower, what do you see?

(2) What is its general shape?

(3) What is the shape of its centre?

(4) How many petals in the corolla?

(5) What is the shape of a petal? Make a drawing of one.

(6) From what do the petals grow?

(7) Looking at the *front face view* what do you see?

(8) How many petals are visible?

(9) How many sepals are visible?

(10) From what does the corolla grow? the calyx? the ovary?

(11) What is the shape of a sepal? Draw one.

This may be followed by the children drawing the flower in the two different positions.

APPEARANCE OF THE FLOWER.

After the *facts* of the flower have been studied, we should turn our attention to its appearance, and not only study its *top* and and *front face views* but also its *foreshortened view*. In this we have to consider three principles of perspective; viz—

(1) The perspective of the circle.

(2) The perspective of concentric circles.

(3) The perspective of lines radiating from a center.

(1) The circle when seen in *face view* appears as a perfect circle, when seen in *edge view* appears as a straight line and when seen in *foreshortened view* appears as an ellipse as Fig. 22.

Fig. 22

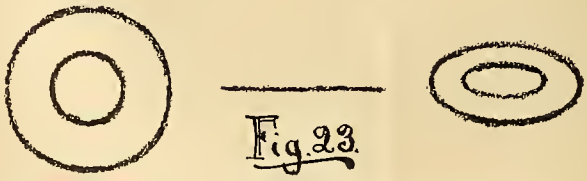


Fig. 23.

(Refer to phamphlet on the perspective of cylindrical and conical objects).

(2) Two concentric circles seen in face view appear as two parallel circles; in *edge view* as one straight line and in foreshortened view as two ellipses. These latter ellipses are, however, not parallel, the inner ellipse will be a trifle nearer the upper edge of the outer ellipse than it is to its lower edge, as Fig. 23.

(3) Every petal of a circular flower appears to radiate from its center. This is true whether the flower is seen in *face view* or in *foreshortened view*.

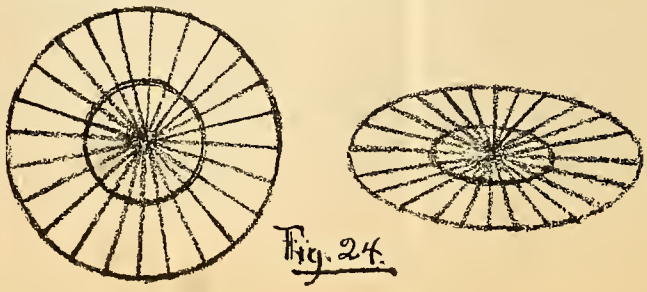
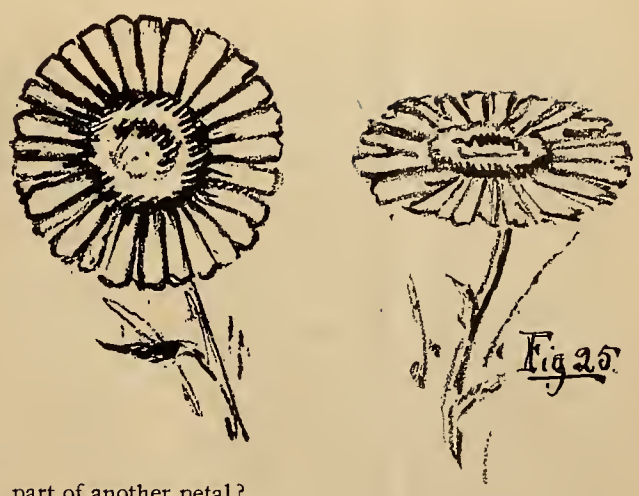


Fig. 24.

The *appearance* of the flower should be studied from every point of view, front view or bark view or side view are equally important, and only rare instances do flowers naturally present a full face view. Special attention should be given to the manner in which the petals roll and gracefully turn over, frequently rising out of their usual position and hiding one or more that are behind them.

In studying the appearance of the flower in any position, the children should be questioned as follows:—

(1) What is the real shape of the flower?
(2) What is its apparent shape?
(3) How many petals and sepals in the flower?
(4) How many can be seen?
(5) Who can see the center of the flower?
(6) What is its real shape? its apparent shape?
(7) Who can see the ovary?
(8) Who can see only the upper face of the petals? Only the lower?
(9) Who can see the upper faces of some petals and the lower faces of others?
(10) Who can see a petal rise from its position and hide another or a part of another petal?



DRAWING.

The drawing of a flower is but a step in advance of the drawing of leaves, because a flower is but a group of leaves (petals) arranged around and radiating from a common center.

All the knowledge gained and the power acquired in the previous lessons on the study and drawing of foliage should be applied to the drawing of flowers.

The manner of arrangement of models, the handling of materials and the methods of drawing are the same.

The model to be drawn should be carefully and gracefully arranged. The drawing should be either the size of the model or adapted to the space it is to occupy. The drawing should first be blocked in with soft, broad, gray lines, then carefully compared with the model, then corrected, then the outline completed and strengthened and finally accentuated in the parts that are to be thought out.

In the drawing of any object, the correct delineation of form is fundamental and most important, and next to this is artistic rendering.

This consists in the impression of only the essential features of the object, rendered in a soft line, which should be drawn with a continous stroke. Evidence of patching or piecing in a line is most undesirable.

The drawing should have character and be made to stand out. This is done by emphasizing, by darkening, the most important feature of the study, and keeping the subordinate parts soft in color and simple in form.

The Mother to Her Daughter.

Beautiful child that launchest out on the great sea of life,

Soon I, thy Mother, must leave thee: soon the dark shall close me in, and leave thee alone in the bright sunshine.

And thy lovers shall come and make love to thee: they shall lay their fortunes at thy feet, and their strength and the glory of their manhood;

They shall desire thee, for thou art beautiful as the silver sickle moon arising in heaven before the dawn·

Yet when they come forget not me, O my child: be not deceived by their words:

For none ever again shall love thee as I love thee, none ever again shall know, as I know, thy hidden thoughts—none shall read the light that plays upon thy face as I can read it.

These shall love thee for themselves: they shall seek thee in order to possess thee; but I have given all that I have to thee.

All the years that we have been together since thou first pressed thy tiny palm upon my breast to look into my face, until now; I have given myself to thee.

Before thy feet, or ever thou couldst walk, my love has walked, my thoughts have circled thee, my desire has made thee very beautiful.

If I might pray, I pray that when thou hast known the love of man,

Thou, too, mayst become a mother, and so even through travail and suffering mayst know the greater love.

Then far away down the years thou shalt remember me—

As when one ascends a mountain, the opposite mountain lifts itself higher and higher, so as thou goest farther from me I will grow upon thee clearer and closer even than now.

—*Edward Carpenter in Towards Democracy.*

LITERARY NEWS.

"Oregon Teachers' Monthly" for January is a very creditable educational magazine containing over 50 pages. The frontispiece is a portrait of Minnie Myrtle Miller, who was a writer and poetess, and the wife of our poet, Joaquin Miller. The number also contains a sketch of her life, and tells of her romantic marriage with its unhappy sequel.

"Appleton's Popular Science Monthly" for February, contains an article by our own prolific writer, David Starr Jordan, on "The Evolution of the Mind." It is a philosophical treatise on the subject and worth a careful reading. Other articles of special interest to teachers are: "School Gardens," by Henry Lincoln Clapp; "The Racial Geography of Europe," by Prof. W. F. Ripley; "Education in the Animal Kingdom," by Charles Letourneau, etc.

A New Astronomy for Beginners. By David P. Todd. Published by American Book Co., New York, Cincinnati, Chicago. For sale by The Whitaker & Ray Co., S. F.

Astronomy is pre-eminently a science of observation, and there is no sufficient reason why it should not be studied. Thereby will be fostered a habit of intellectual alertness which lets nothing slip. The student should learn to connect fundamental principles of astronomy with tangible objects of the common sort. The author of this book has succeeded in indicating how teachers and pupils of moderate mechanical deftness can themselves make the apparatus requisite for the illustration of many of the principles of astronomy. Special attention has been accorded the recommendations of "The Committee of Ten" on secondary school studies. The law of gravitation has received fuller exposition than is usual in elementary books. The mechanical work on the book represents the highest style of the art. It is profusely illustrated with cuts and colored plates, and is unquestionably the most elegant book of an elementary character over issued on this subject.

A History of the United States for Schools. By Wilbur F. Grady. Published by Chas. Scribner's Sons, New York. For sale by The Whitaker & Ray Co., S. F.

School histories of the United States have been written and published galore, but few contain the much-desired unbiased facts in a compact form for a child's study. The writer of history, when addressing himself to adult readers, must exercise the nicest discrimination in choosing facts that are typical. With immeasurably greater care should such choice be made by the writer of a text book whose task it is to aid immature minds to get an impression of the truth. In the school room then, the guiding principle should be the nature of the facts rather than their numbers. The highest aim is not so much acquisition of facts; but it is to develop in the young student an interest in history—a fondness for historical reading. He should be led to see that a little judicious and thoro reading with a definite plan, will yield better results than much aimless and desultory reading of even the best authorities. And it seems that the writer of the book before us has written his book with this salient thought constantly in view, and has succeeded admirably in constructing a model school history. The book contains nearly 500 pages, and has many fine maps and illustrations.

Embossed in Gold.

To buy and reproduce famous paintings involves an expenditure that could hardly be borne unless, as in the case of THE YOUTH'S COMPANION, the enterprise is sustained by the approval of more than five hundred thousand subscribers. "The Companion" Souvenir Calendar for 1898, a series of charming figure-pieces, faithfully copied in colors and embossed in gold, is recognized as one of the richest and most costly examples of this form of art. Yet every new subscriber receives it without additional charge. Moreover, the paper is sent free to new subscribers every week from the time the subscription is received until January, 1898, and then for a full year to January, 1899.

The popular price of "The Companion" $1.75 a year, and the character of its contents, make it a paper for every household. Exceptional attractions are promised for the fifty-two numbers to be issued during 1898. The Rt. Hon. W. E. Gladstone, the Hon. Thomas B. Reed, Rudyard Kipling, Lillian Nordica, John Burroughs, W. D. Howells and Max O'Rell are prominent in the long list of eminent contributors named in "The Companion's" announcement, which will be sent free to any one addressing

THE YOUTH'S COMPANION,
205 Columbus Ave., Boston, Mass.

What was the Song ?

The musician can scarcely conceive how it is possible for a human being to be so devoid of musical ear as not to know one tune from another, but instances of such deficiency are exceedingly common. *Answers* cites an amusing example.

Two sailors, returned from a long voyage, strolled into a public house near the docks. Above the ramble of the traffic in the street could be heard at intervals the loud, unmusical voice of a huckster. After listening intently for a minute one of the sailors turned to his companion and said:

"Eh, Jack, lad: it's a long time since we heard that song."

"What song ?"

"The one that fellow's singing in the street —'The Light of Other Days.'"

"Stow it!" ejaculated the other, gruffly. "That fellow ain't singing 'The Light of Other Days' at all, man. I've been listening to him. He's a-piping 'The Banks of Allan Water.'"

Each sailor was certain he was right, and with characteristic contempt for money, a wager was made—a month's wages depending on the result.

"Here, Tommy!" called out one of the men to the little son of the landlord, "run out and get to know what that fellow's singing."

Tommy departed on his errand, which did not take many minutes.

"Well," demanded Jack, when the youngster returned, "which of us is right?"

"Nayther of ye," replied Tommy grinning. "The feller's not singing. He's hawking fly-papers!"

Watchin' the Sparkin'.

By FRED EMERSON BROOKS.

Say, Jim, yeou wanter see the fun ?
Jemimy's sparkin's jess begun !
Git deown—this box won't hold but one
For peekin' through the winder !
Yeou stay deown thar jess whar yeou be;
I'll tell yeou all thar is to see;
Then yeou'll enjoy it well as me;
An' deon't yeou try to hinder !

That teacher is the dumbdest goose
That Cupid ever turned eout loose;
His learnin' hain't no sort o' use
In sparkin' our Jemimy !
Though peekin's 'ginst the golden reule,
He told us tother day in scheool
To watch him close; so git a steool
An' stand up here close by me.

Neow he's got suthin' in his head
That somehow ruther's gotter be said;
Keeps hitchin' up, an' blushin' red,
With one leg over t'other.
He wants to do the thing up breown.
Wall, he's the biggest gawk in teown:
Showin' her picturs upside deown;
An' she don't know it nuther !

He's got his arm areound her chair,
An' wonders if she'll leave it there.
But she looks like she didn't care !
I'll bet he's goin' to kiss 'er.
He's gittin' closer to her face,
An' pickin' out the softest place,
An' sort o' measurin' off the space,
Jess so as not to miss 'er.

If she'd git mad, an' box his ear,
'Twould knock his plans clean out o'gear'
An' set him back another year;
But she hain't goin' to do it.
She thinks the teacher's jess tip-top,
An' she won't let no chances drop.
If ever he sets in to pop,
She's goin' to pull him through it !

I gum ! an' if he ain't the wust !
Waitin' fer her to kiss him fust !
He's goin' to do it neow er bu'st:
He's makin' preparation !
Neow watch him steppin' on her toes—
That's jess to keep her down, I s'pose.
Wall, ther, he's kissed her on the nose !
So much fer edecation !

Carson and the Buffalo.

Kit Carson, while with Fremont's expedition, had an experience similar to that of a tiger-hunter in India, when the tiger hunts the hunter.

While hunting to get "meat" for the expedition, Carson chased a buffalo bull. On coming up to the bull's side, Carson fired, just as his horse stepped into a prairie-dog hole. Kit went fifteen feet over the horse's head.

The bull, maddened by the bullet, which had struck low under the shoulder, chased the hunter, who ran towards the river. It was a race for life; a case of nip and tuck as to which should reach the river first. Kit got there and leaped from the bank, just as the bull stopped on the brink, shaking its head.

Kit swam round and round; the bull watched; then a companion crept up, shot the animal, and Kit crawled on shore, skinned the buffalo, cut off its haunch and cut out its tongue.

WESTERN SCHOOL NEWS.

Preparation for Next Meeting of California Teachers' Association

On February 12, was held the first meeting of the executive committee of the California Teachers' Association. Already arrangements are being made for the next program, which is to be presented at Santa Rosa during December 27-30. Upon this program the committee hopes to have the names of President Eliot of Harvard, G. Stanley Hall, Thomas Hughes, Dr. Jordan and John Swett. It is proposed to make the coming convention the most interesting and enthusiastic session yet held. In order to accomplish this aim. President Childs proposes to give the greater part of his own time to the work. At his right hand stands an able coadjutor in the person of the secretary of the association, Mrs. M. M. Fitzgerald. This lady has long been widely known in San Francisco and without, on account of her reputation as a worker of the most energetic sort, with great ability for the management of details. She may be depended upon to spare no time nor trouble to render the program a complete success.

The Santa Rosa people have already started the work at the end of the line, and propose to give the teachers better accommodations than ever before. This they will be able to do, as the city contains a number of fine, large halls, and the people are noted for their hospitality.

It is the intention of the San Francisco members of the executive committee, especially the secretary, Mrs. M. M. Fitzgerald, to see that the Santa Rosa and Sonoma County teachers are well represented on the program.

Arrangements have also recently been made for the publication of the last annual report of the Association. All those who presented papers or addresses before the convention must place their manuscript in the hands of the secretary before March 15, else they will not appear in the pamphlet.

At the meeting of the California State Teachers' Association, held Dec 28-31, 1897, there was organized an Association of the State Teachers of History. The purpose, as expressed in the brief constitution adopted by the members, is "to promote the study and teaching of history." Back of the thus broadly stated purpose are specific plans; the three most prominent are:—to assist secondary schools in the selection of a well-chosen, working historical library; to advance along definite lines the study of local history; to assist teachers in secondary and grammar schools to a use of original sources in their classes.

The Association elected an Advisory Board of five members, in which is vested the executive power. This Advisory Board consists of Professor Bernard Moses of the State University, Berkeley, president; Professor Arley B. Show, of the History Department, Stanford University, vice-president; Mrs. R. V. Winterburn, supervisor of History, Stockton, secretary; Mr. E. M. Cox, Superintendent of city schools, Santa Rosa, and Miss Genevra Sisson, Palo Alto.

At the first meeting of the Advisory Board, held very soon after the formation of the Association, it was decidod to publish a leaflet containing the constitution and a statement of the plans of the Association. It is intended that this leaflet shall be the first in a series, publishing the results obtained by the Association from its various lines of development and research.

It is hoped that all earnest history teachers of California will become members of this Association, so that our state may soon feel the results of combined efforts for the promotion of the study of history,—a subject whose powerful influence can hardly be overestimated in the formation of the character of the man and of the citizen.

San Francisco Teachers' Club.

San Francisco Teachers' Club since its organization last August has more than doubled the number of members, there being now about 130 names on its roll. During the present month the following teachers were elected to membership. Miss Eliza D. Keith, Washington Grammar School; Miss Matilda Levy, Irving Scott; Miss Julia Lewis, Clement Grammar; Miss Annie Hirstel, Parker Grammar; Miss S. H. Earle, principal, etc., Dudley Stone; Miss Marion Earle, of the same school; Miss H. Rademaker, Polytechnic High; Mrs. M. L. O'Neal, principal of the Laguna Honda: Mr. E. S. Cargnilia, Polytechnic High; Miss Frances Greenhood, Henry Durant Primary; Miss M. A. Deane, principal of the Redding Primary. Miss May Lannigan, of the Grant. The name of Miss Martha Carew was then proposed by Mrs. M. M. Fitzgerald.

A letter from the California Botanical Club was read inviting the Teachers' Club to attend a lecture, on next Monday evening, at the Academy of Sciences. The subject of "The Origin of Flowering Plants" will be discussed by Professor Campbell of Stanford University.

A motion had been made at the previous meeting that a committee of five teachers, including the president, be appointed to present before the Board of Freeholders the ideas of the members of the Teachers' Club in regard to the new charter. President Kellogg therefore appointed on the committee Mr. Frank Morton, Mrs. White, Miss Burke and Miss Francis Hodgkinson.

On the bulletin-board of the club was posted the following:

Directors' meeting—First Monday in the month.

Regular monthly meeting—Second Monday

Social meeting—On Monday evenings, except the second.

Lectures—Dante, Professor E. H. Griggs, Saturday at 10:30, ending March 5.

Classes—French, Professor L. Charles Tamm, attache of the French legation. 1. Elementary, Tuesday and Friday. 2. Advanced, Monday and Thursday.

Civil government—F. H. Clark, head of history department in the Lowell High School, alternate Weduesdays.

Manual training—F. A. Gardner, Polytechnic High, on Thursdays.

Sections—Course of Study, chairman Frank Morton, alternate Mondays.

Home and school co-operation; chairman, Mrs. N. A. Wood, second and fourth Wednesdays.

Libraries and public schools, Miss Jane S. Klink, alternate Mondays.

A. E. KELLOGG, Pres.
MRS. M. FITZGERALD, Sec.

An Original School Exercise.

A certain Eighth Grade school room in Oakland faces the Bay and Tamalpias.

Every one living on the Oakland side is familiar with the gigantic form of a woman lying as tho asleep on the summit of Tamalpias.

Myths are often the subject of discussion or reference in this class, and one day, in an effort to make clear the definition of a myth, the teacher asked for suggestions for a myth in connection with this figure on the mountain. Here are some of their answers.

1. A sleeping beauty.
2. The wind and sun are her suitors. She is to be the bride of the one who awakes her. The fog is the spirits of former worshippers.
3. The waves sing at her feet. The mountain is her bier.
4. She is the bride of the sea.
5. She is the guardian spirit of the Indians. When she fell asleep the Indians yielded to the white-man. When she awakes the Indians will arise and claim the land.
6. She is the guardian spirit of California and is sleeping but lightly; the slightest rumor of war would rouse her gigantic form to action.
7. Shell Mound was an altar built for her worship.
8. She was picking flowers when she was lulled to sleep by the singing waves. There she will sleep until the waves cease their song.
9. She is the Venus of the Pacific.

These were given with scarcely a moments hesitation. E. E. G.

The Regents of the University have determined to establish a College of Commerce in connection with the University. President Kellogg will appoint some one suitable to take charge of it. The board has also resolved to order President Kellogg to petition President McKinley to send a detail of Officers from the Engineer Corps of the Navy to act as instructors in marine transportation in the new College of Commerce. This is the first time that such a movement has been made in connection with the Navy.

The race is won ! As victor I am hailed
With deafening cheers from eager throats, and yet
Gladder the victory could I forget
The strained, white faces of the men who failed.

—*Century*

Hon. S. T. Black and A. B. Coffey attended a meeting of school trustees of Colusa County, on invitation of Mrs. Wilson, County Superintendent, Feb. 24-25. Mr. Coffey lectured for the Epworth League in the evening.

Alex. B. Coffey will conduct the institute of Kings Co., Wash., April 1st. He will also lecture for Supt. Friars of Snohomish.

STATE BOARD OF EDUCATION.

The State Board of Education met in the office of Supt. Black in the Capital Building, Sacramento, Saturday Feb. 12th. There were present Gov. Budd, State Supt. Black, Pres. Ritter of Chico, Pres. Pierce of Los Angeles, Pres. Randall of San Jose, Pres. Kellogg and Prof. Brown of Berkeley. Sec. Black read the following opinion from the Attorney-General:

Hon. S. T. Black—Dear Sir: I am of the opinion: First, that the question as to what does or does not constitute an "educational monthly journal," is one to be determined by the State Board of Education. It is a question of fact, and not of law. Second, that there is no provision of the Constitution which would prevent the Legislature from enacting that portion of Subdivision 9 of Section 1521, above quoted, making it incumbent upon the school districts to pay a certain pro rata to the journal so designated, and that, therefore, the law under consideration is a valid one, and must be complied with. Respectfully,

W. F. FITZGERALD.

The price of text-books for the ensuing year was fixed as follows:

	Price to Pupils.
Revised First Reader	20 cents.
Revised Second Reader	35 cents.
Revised Third Reader	50 cents.
Revised Fourth Reader	60 cents.
Speller	30 cents.
Primary Number Lessons	25 cents.
Advanced Arithmetic	50 cents.
Lessons in Language	30 cents.
Revised English Grammar	55 cents.
United States History	80 cents.
Elementary Geography	60 cents.
Advanced Geography	$1 20.
Physiology	60 cents.
Civil Government	55 cents.

An application was received from the Simpson College of Indianola, Ia., requesting that it be placed on the State University's accredited list. Action, however, was deferred until proper investigation might be made.

A communication was received from Professor Keyes, to the effect that the manuscript of his advanced history of the United States would soon be finished, and requesting that experts be appointed to pass on the same and report to the board. Professors Brown and Kellogg were authorized to appoint experts to examine and report on the work.

The question of adjusting the years or grades that shall constitute the primary years or grades in public schools coming up, the following resolution offered by Superintendent Black, was adopted:

Resolved, That this board request the biennial convention of School Superintendents to recommend a proper and equitable adjustment of what years or grades shall constitute the primary grades or years in our schools.

THE OFFICIAL ORGAN.

The board went into executive session to consider the matter of selecting an official educational journal, and when the doors were again thrown open it was announced that the *Overland Monthly* will, after the issuance of March edition, cease to be the official organ of the State Educational Department, and that, beginning with the April number, the WESTERN JOURNAL OF EDUCATION, will be the official Journal until April 1899.

The following resolution was also adopted:

Resolved, That it is the sense of this board that the section of the Political Code requiring the designation of an official organ of the Department of Public Instruction should be repealed, and that the Superintendent of Public Instruction and the President of the State Board of Education be requested to recommend to the Legislature the repeal of said provision.

The best color for school exercise boards is stated by an authority to be cream white, with ordinary crayons of sky-blue, and extra colors of canary yellow and a clear dark green. Black is the worst of all for the eyes, and that is why it is almost universally adopted. Defective eyesight is very often traceable to a badly located and ill-constructed "black-board." Let's get rid of the black-board idea; let it be an exercise board, pleasant and attractive. Let us do away with the somber idea.

A little girl was sent out with some crumbs for the chickens, and when she came in she asked her mamma if she knew "how old the gate to the chicken-yard is." "No," said mamma. "I do," was the pleased reply, "it is just four years old, for it is just as high as I am!"

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The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages, and that is catarrh. Hall's Catarrh Cure is the only positive cure now known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers that they offer One Hundred Dollars for any case that it fails to cure. Send for list of testimonials.

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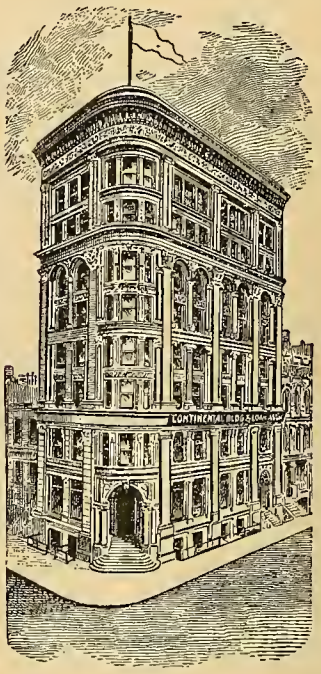

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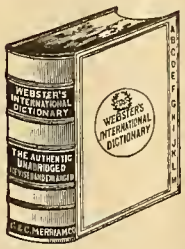

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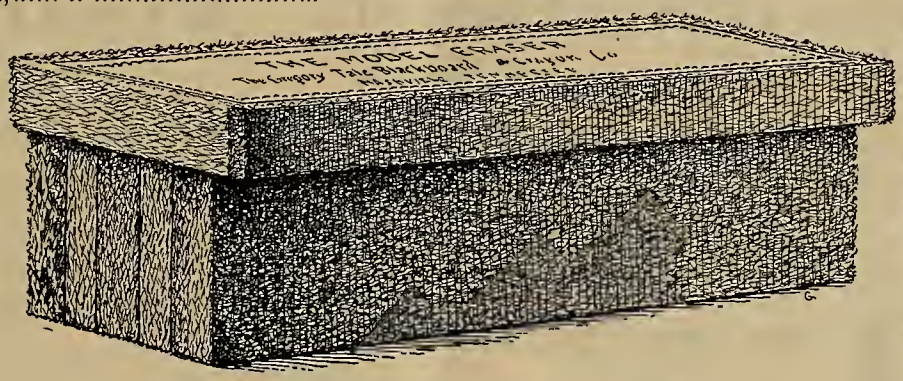

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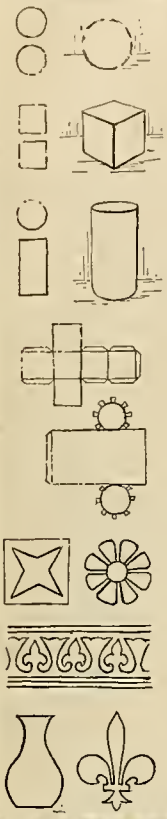

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The next issue will be the "official journal." It will contain thirty-six pages.

* *

Frank McMurry of Buffalo, has accepted a place in the Teachers' College, New York.

* *

It is reported that Earl Barnes will return to America next year and accept the Chair of History in Cornell University.

* *

Chas. De Garmo, the great Herbartian scholar, and President of Swathmore College, has accepted the Chair of Pedagogy in Cornell University.

* *

"The Spirit of the Teacher," Dr. A. S. Draper's great address will appear word for word in the April issue of the JOURNAL, as he delivered it in Metropolitan Temple.

* *

Supt. Marks of Louisville, is the successor of State Supt. Schaeffer of Pennsylvania, as President of the National Superintendent's Association. The meeting will take place in Columbus, Ohio.

* *

The common sense of the great public should comes to the rescue of the schools and demand that school officers give to their selected executive the absolute power to select and manage his assistants.—*The North Western Monthly.*

* *

The moral character of the individual finds an expression in society and in the State, and he is just as responsible to the State for his civic conduct as he is to his Creator for his religious duties. —*Lewis R. Harley in School Education.*

* *

It is a sad comment on educational affairs in this country that almost anyone is considered qualified to give directions to teachers, providing he has been able to hoist himself by means of political machinery into some position of power.—*The Teachers' Institute.*

* *

It has been growing unpopular of late to hold that children must be *compelled* to behave properly, both at home and at school, when they do not willingly behave as they ought. Probably this is due to a swing of the pendulum from the harsher ways of our fathers.—*Public School Journal.*

* *

That teacher in whom God Himself has "created a clean heart and renewed a right spirit" will bring about such a complete living in the Here and Now, which is Eternity, as will make not only the best, but the only right preparation for later life, every day of which is life itself.—*Katherine Beebe, Ivanston, Ill.*

J. E. King, the able advertising manager of Williams & Rogers, has published a most excellent paper entitled, "The Improvement of the Service." He very happily presents the fact that the teacher is of more importance than fine furniture or fine buildings, and insists that the same pedagogic principles apply to commercial education as to any other. The book is well printed, and issued with the compliments of Williams & Rogers.

* *

Our Grammar School Curriculum. W. C. Doud, A. B , Stanford, a teacher in Bakersfield, has written a thoughtful pamphlet on the above subject. It is to be regretted that in a brief editorial the pamphlet cannot be reviewed as it should be. Mr. Doud has some good ideas. Here is one:

"Specialization is a good thing. No one will question that it is better to do one thing well than to half do a number of things. But when the specialist asks the grammar grade pupil to specialize along a number of lines at the same time—when it is expected that he be a 'universal specialist'—that is simply asking the impossible. I for one, think it is time to turn a deaf ear to the advocates of further extension and to revert, at least to some extent, to the sturdier though simpler ways of our forefathers."

The following on drawing however, is wide of the true mark:

"To the average man and woman, the value of drawing as a permanent acquisition is not great. Drawing, however, trains the hand and eye, and is a source of great pleasure and interest to the young child. For this reason it might well be taught in a few of the lower grades but ought not to be allowed to encroach in the least upon the other work. It should be used to rest and divert the little children."

The training of the hand and eye also develops the mind It gives a more practical bent to the education of the child. Mr. Doud is clearly mistaken, and has no idea of the practical value of drawing. At least he does not show that he has. His attack on school histories is uncalled for, and proves that Mr. Doud is entirely ignorant or willful in his statements about the text-books in history. There are a half dozen histories, including McMaster's School History, Silver, Burdett & Co's New School History, Fisher's New School History and books written by men of great ability, and are on the very lines that Mr. Doud emphasizes. The following on Arithmetic however, is to be commended:

"There is an ancestral sacredness about arithmetic that makes it very hard to eliminate any part of it from the grammar school work. The average man and woman believes that all the subjects taught in arithmetic are equally valuable and good. I wish the reader would ask himself this question: How many times in your life have you had occasion to extract the square or cube root of a number; to calculate the latitude or longitude of a place; to use continued fractions or circulating decimals; to use half of the weights and measures that you learned in school; to find out the relative value of stocks and bonds; to use your knowledge of general average, discount, domestic and foreign exchange, equation of payments, etc? Perhaps ninety-five out of every hundred who read this article will say that they never had any use for them at all. If not, then why do you maintain that a study of them is necessary and good? If the grammar school pupil would leave those subjects of arithmetic alone which are to him of comparatively little value, and thoroly master addition, subtraction, multiplication, division, common and decimal fractions, the practical part of compound numbers, percentage with its practical applications, and the practical applications of mensuration, he would acquire something really valuable and practical from his study of arithmetic, and the thoroness in those subjects would have given him a far better mental drill than the half mastery of what he is compelled to study at the present time.

* *

School Gardens. In *Appleton's Popular Science Monthly* for February, Mr. Henry Lincoln Clapp explains the use of school grounds in teaching the pupils horticulture and natural history. European countries, it seems, are far in advance of the United States in the utilization of school gardens as sources of plant material for study and as training-grounds in practical horticulture and related occupations. Austria, in 1890, had nearly 8,000 such school gardens for instruction in rearing trees, vegetables, and fruits. In France gardening is practically taught in 28,000 primary and elementary schools, each of which has a garden attached to it, and is under the care of a master capable of imparting a knowledge of the first principles of horticulture. No one can be appointed master of an elementary school unless qualified to give practical instruction in cultivating the ordinary products of the garden. In Sweden, as long ago as 1871, 22,000 children received instruction in horticulture and tree-planting, and each of 2,016 schools had for cultivation a piece of land varying from one to twelve acres. Still more significant is the recent establishment of many school gardens in Southern Russia. In one province 227 schools out of a total of 504 have school gardens whose whole area is 283 acres. In 1895 these gardens contained 111,000 fruit trees and 238,300 planted forest trees. In them the schoolmasters teach tree, vine, grain, garden, silkworm, and bee culture. They are supported by small grants of money from the country and district councils. In the villages, small orchards and kitchen gardens are connected with many primary schools. This movement has also widely spread over different provinces of central Russia. School grounds in this country have usually been devoted exclusively to athletics and play, but in 1891 a garden was started in connection with one of the Boston grammar schools. A piece of ground 48 by 62 feet in the rear of the boys' yard was pre-empted for the purpose, and it was decided that only native wild plants, shrubs, grains, and vegetable roots should be used as stock. The pupils brought in many wild plants, and the fleshy roots of biennials—turnips in variety, carrot, parsnip, radish, beet, onion (bulb), cabbage, etc. In planting, they took turns in digging the holes and placing the plants in position. Observations were made during the flowering season. The structure of the flowers of the cruciferous and umbelliferous plants was studied, and the nature of biennials was revealed. Other economic plants, such as the potato, the tomato, and the gourd, were raised to show the individualism of plants. A square yard of ground was assigned to each of the ordinary grains—wheat, rye, oats, barley, and buckwheat. The first four, being most important members of the grass family, were especially interesting in their development. After that, grains meant more to the pupils. Nineteen species of wild asters were planted in one row. Ten of the finest flowering kinds formed another row. Later it was discovered that those plants blossomed the most profusely which sprang from seeds scattered at random around trees and beside rocks and fences In the fall, seed vessels were collected for study in winter, and bulbs, corms, and tubers were stored away for spring planting. Each member of the highest class had a particular plant to take care of and study. He dug around and watered it, took off all dead leaves and unseemly branches, and tied it up. Then he sketched its characteristic parts—flower, leaf, stem, habit of growth, etc.—and took such written notes as would enable him to write an account of his plant and illustrate it with appropriate drawings On one occasion each of the thirty-two members of the class studied his own clump of asters, there being just clumps enough to go around. The importance of seeing and studying plants growing in large masses is not likely to be overestimated if interest and thoroness in learning about them are desired. Comparatively, a single cut specimen in hand means but little. By the aid of the boys a fernery was made in an angle of the school building on the north side, in a shady, sheltered position. They took handcarts into the woods half a mile distant and collected leaf-mold, which they mixed up thoroly with loam and sand, and then assisted in taking the ferns from scattered places in the garden and locating them by genera in the fernery. The name of each species was written on a flat stick, which was stuck into the ground near the specimen to which the name belonged.

NEW PHASES OF CHILD STUDY.

[*Extract from an Address by G. Stanley Hall, President Clark University.*]

THE GROWTH OF THE HEART.

Take the heart, for instance. During adolescence, the heart grows in one year more than in four or five years at a later period. and in two or three years it increases nearly one-third in weight. Take the arteries; they expand rapidly during a single year or two in the early 'teens, and it is essential that they should. If that growth is not assured, the circulatory system is incomplete thru life; and the heart cannot bear the strain upon it. We see this very often in college athletes. Their heart is arrested in its growth at that period of adolescence and will not bear the strain. So it is with the lungs and every other part of the body. Lung-power grows immensely from seventeen to twenty-three. It is estimated that strength in the average young man ought nearly to double between those ages. It is good to be strong and completely developed, because there is no part of the organism that suffers so much, not the heart nor the lungs, nor the nervous system, nor any group of organs that suffer so much when this arrest occurs as those tiny organs which are most closely associated with the transmission of the sacred torch of life from one generation to another. So, that, physically speaking, it is almost necessary that children should be physically selfish, and should grow to be as big as they can; and parents should co-operate with them to this end, and understand that growth is then in order, and if not secured during the nascent period, which is its due season, it can never be made up later.

It is possible to control, to some extent, the form of the body by exercise. I think this has been pretty well established by anthropometrical measurements. We find that girls in this country grow tall very suddenly; taller than they ought to be, and they do not acquire the thickness in proportion early enough. Height is at its golden period before thickness; but it is the latter thickening of the body that is so often lost. So that, where this arrest occurs, it often leaves our young men and maidens disproportionately tall. That is a misfortune, because the body of a tall person loses more from radiant heat than a short person. We have so much heat in our body, and it can be measured accurately. It takes more energy to keep the body warm than it does a good many times over to do all the work that even a working man does. Now, if there is any undue loss of heat, there is just so much loss of economy. A tall boy or girl presents very much more surface than a short boy or girl; and therefore, they lose more heat. A person who is very tall has to sustain a long column of blood, and if he has not grown thick, and the heat has not expanded, and the lungs have not the muscular strength to sustain that strength of blood, it often causes collapse in middle life or earlier. So that plenty of exercise in young men and maidens is essential, and it makes for the growth of the present and the future generation as well, because it is a very significant fact that these excessive lengths of the tall people are tallest in this single bone from the hip to the knee. If a person is tall, it is generally there that the excess exists. These dimensions are generally believed to be connected with those that act upon the transmission of one generation to the next.

Hence, it is very important that there should be plenty of exercise in due season, and that the body should be given a good chance to develop under suitable conditions. which can be prescribed for only by individuals who know the right adjustment of work and play during these later stages of growth.

There is another very important factor, the emotional nature should be exercised.

THE AMBITIOUS BOY.

I know a gentleman who has gone thru 200 lives of distinguished men; and in every case he has found they had enormous ambitions. How often do we see young boys who want to be Cæsar, Alexander the Great, or the president of the United States. And it is well, because the watch-ward "Excelsior" seems to be higher! higher! It seems to be one of the deepest things implanted in the human soul. It is this golden period of life to which the teacher should bring his consummated art. It does not do to rub in the "moral" all the time. That bores children, who are sometimes far wiser than their parents or teachers think.

I plead, also, for a great deal of emotional play or interest. It seems as if it does for the soul something like what the cry does for the child. The cry is necessary sometimes for the child, in order to expand the lungs. That is the child's only mode of exercise. I do not agree with the kindergartners who take such pride in saying: "You never hear children cry in our kindergarten." I tried sometime ago to get a few boxes of cries on the rolls of our phonograph, but they all said: "Do not come to our kindergarten, they *never* cry!" Alas for the child who does not cry; because it exercises the lungs, makes them better, stronger. It is especially good for the voice., and Prof. Baterini, of Naples, who has written that splendid book on the voice, says that the reason Americans have such bad voices is because they do not let their children cry. When the infant cries and gets red in the face, it sends the blood out, and, as I said, irrigates the new forming cells and fibres; not to do it is to starve the baby.

ENTHUSIASM.

Something may be said for the emotional play and excitement at adolescence. We have a great deal of trouble with our young men in colleges, because they love to paint the town red, and to get excitement. But young men must have excitement; it is a necessity of the human body; and if young people can not get excitement in legitimate ways (and this is perhaps the most important thing I have to say to-night), they are just so much more certain to get it in illegitimate ways. Better a thousand times that young men should scream themselves hoarse on the football field, that they should occasionally have a fracture there, than that they should cultivate that dry rot of the soul that we so often see to-day in the academic youth,—those youths who rarely look the teacher in the face when he tries to interest them and to infect them with the enthusiasm necessary for the youth. They look the teacher in the face with a cold, stoic kind of stare. "Oh, yes! but I have been there before." You cannot get them interested; it is not good form to be interested in anything. You remember that awfully homely phrase of Matthew Arnold, "it is very important for young people to be taught to keep the nose clean, before they learn to turn it up." I think it has a very wide range of application in these days of academic indifference, and sometimes cynicism and criticism. Higher criticism, a criticism that precedes sympathetic understanding of the persons or the topics criticised, is always well; but I feel that in some quarters we are in danger to-day of losing the very best thing there is in youth, the thing that makes youth a blessing, i. e., enthusiasm! What is youth without plenty of it? It is the time to dream dreams and see visions. It is the time to plan and to be in fancy all that man has been and done in the world. It is the time when the soul gets its capital of energy and enthusiasm and altruistic zeal, and if that holy time is frittered away, it can never be made up again. If the excitement which is so essential is perverted, how great is that loss. They have sinned against all the rules of the body, and have been false to the supreme trust to transmit the sacred torch of life undimmed, but burning ever brighter, to future generations.

PARENTHOOD.

I think we forget that there is nothing so sacred in the world as parenthood; nothing that entails so much responsibility. Why, one of the greatest biological doctrines of all modern studies of life has been this, so far as the biologist can say from his standpoint alone: "The reason why the standard of life has been prolonged has been to serve youth." How is it that with animals, a great many simply reproduce and die? They transmit life to the next generation, and then, incidentally, a great many forms of them die. As you go up to higher forms, you find life begins to be prolonged after the productive period. We know, for instance, that the eagle lives sometimes 200 years. We know the crow lives ninety, perhaps on the average, and you can go thru the animal world and make a scale just how long every animal lives after reproductive activity, and you will find that the animal lives just long enough to bring the young to maturity. Those animals that die soon produce young that need no care. Those that produce young that need care live, on the average, just as long as this care is needed. So that, after the age of complete maturity, so far as we can infer from animals to man, the only reason for our living

on after this period is really, biologically speaking, to serve the young. A good test of a man or woman is "what they do for serving the next generation." Why is it that certain nations in the past have faded out? Why is it that there have been periods of decline and decadence, and total extinction of certain nations? It is because there have been great national sins, which God punished by extinguishing the nations. Therefore, I believe we have the germs of the best philosophy the world has ever seen when we say that those nations are the best that bring the young to fullest and completest maturity. Those families, churches, nations, schools, are the best that do most to bring the young safely up to complete maturity; who train them up to be better Christians, better men and women, both in soul and in body. The fact is that adolescence has always been recognized by every savage race, no matter how degraded. There is no tone that does not do something that might be called education, in the teens. That is the time when the Indian sends the young brave into the forest to get a new name; when other tribes mutilate each other by knocking out the front teeth, or cutting off a joint or two. It is when still more barbarous tribes inflict wounds on their bodies. It is when their young people are initiated into the rude myths that constitute the only culture these savages have. It is the time when the Greek youth began to study music or the arts. It is the time when a great many churches confirm, bringing home the solumn truths at that age. It is the most important period in life. It taxes the utmost wisdom of the parent and the teacher; and instead of being a brief period, it seems to be growing longer and longer.

How Mendelssohn Won His Wife.

He Captured the Prize by Wit of Brain and Goodness of Heart.

The greatly honored Moses Mendelssohn, who was called the Socrates of his time, was visiting the baths of Pyrmont. There he became acquainted with the merchant Gaugenheim of Hamburg.

"Rabbi Moses," the merchant said to him one day, "we all revere you, but my daughter especially reveres and admires you with the greatest enthusiasm. It would be the highest honor to me to have you for a son-in-law. Pray visit us some time."

Moses Mendelssohn was very retiring and shy, for he was sadly hunch-backed. At length, he set out for the journey. He went to Hamburg, and sought out Gaugenheim in his counting-house. The merchant said to him: "Go up and see my daughter; she will be delighted to see you."

Mendelssohn made the visit to the daughter. On another day Mendelssohn came to Gaugenheim's counting-house. He spoke of the agreeable and intellectual character of the daughter.

"Yes, revered Rabbi," said Gaugenheim, "should I speak frankly to you?"

"Certainly."

"You are a philosopher, benevolent and wise. You will not take it in bad part from the child; she was shocked when she saw you, because you—"

"Because I have a frightful hump."

Gaugenheim bowed assent.

"I thought so," said Mendelssohn, "but yet I will call and take leave of your daughter."

He went up into the dwelling apartments and seated himself by the daughter, who was sitting near the window in a raised seat, with a piece of needle-work in her hand. They talked together pleasantly and intimately, but the maiden did not look up, and Mendelssohn did not look at her. At length the maiden put the question: "Do you really believe that matches are decided in Heaven?"

"Certainly! And something very unusual happened in my case. You know that, according to a Talmudic saying, at the birth of a child, it is announced in Heaven. This and this one will have this one and this one. Now, when I was born, my wife was called out for me,—but it was also declared that she would, alas! have a fearful hump. 'Dear God!' I said, 'a maiden who is deformed will very likely be bitter and harsh; a maiden ought to be beautiful. Dear God, give me the hump, and let the maiden be beautiful and comely!'"

Scarcely had he said this, when she fell upon his neck. She became his wife, and they were happy together. They also had beautiful and brave children.—*Translated for "Success" from the German.*

The Punctuation Points.

Six little marks from school are we,
Very important, all agree,
Filled to the brim with mystery,—
  Six little marks from school.

One little mark is round and small,
But where it stands the voice must fall.
At the close of a separate sentence all
  Place this little mark from school.

One little mark with gown a-trailing
Holds up the voice, never failing,
Tells you not long to pause when hailing,—
  This little mark from school.

If out of breath you chance to meet
Two little dots, both round and neat,
Pause, and these tiny guardsmen greet—
  These little marks from school.

When shorter pauses are your pleasure,
One trails his sword—takes half the measure,
Then speeds you on to seek new treasure,—
  This little mark from school.

One little mark, ear-shaped, implies,
"Keep up the voice—await replies."
To gather information tries,
  This little mark from school.

One little mark with an exclamation
Presents itself to your observation,
And leaves the voice at an elevation,—
  This little mark from school.

Six little marks! Be sure to heed us,
Carefully study, write and read us,
For you can never cease to need us,—
  Six little marks from school.

—*St. Nicholas.*

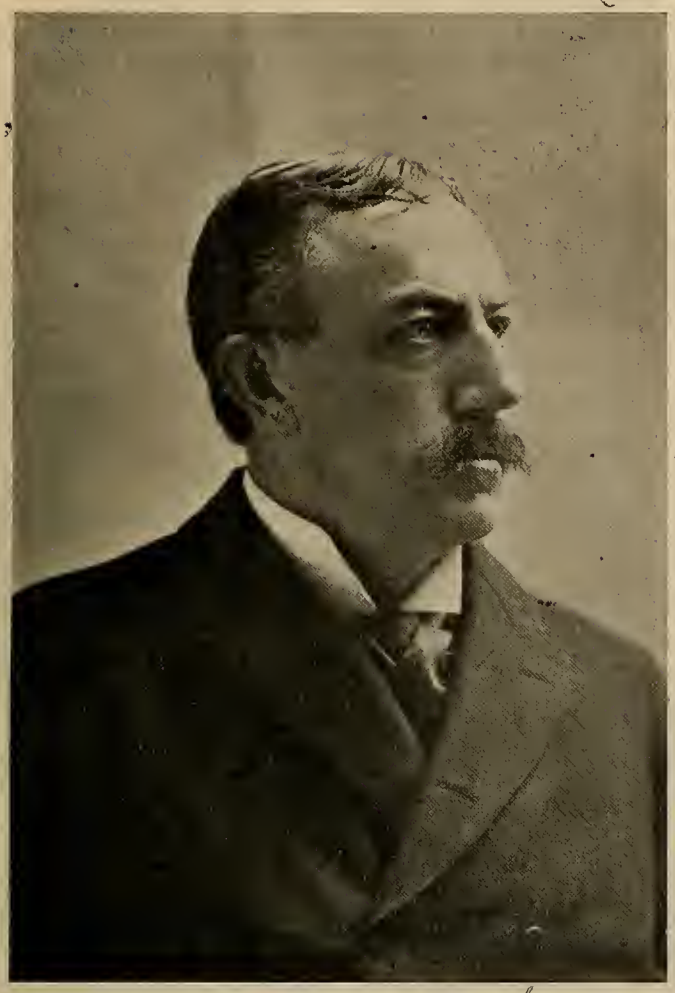
Luck and Labor.

Luck doth wait, standing idly at the gate,—
  Wishing, wishing all the day;
And at night, without a fire, without a light,
  And before an empty tray, doth sadly say:
"To-morrow something may turn up;
  To-night on wishes I must sup."

Labor goes, plowing deep the fertile rows,—
  Singing, singing all the day;
And at night, before the fire, beside the light,
  And with a well-filled tray, doth gladly say:
"To-morrow I'll turn something up;
  To-night on wages earned I'll sup."

When Henry Ward Beecher was in Indianapolis, there was a store where the different ministers used to drop in to hear the news and to try each other's metal with a joke. No matter how sharp the hit was, it was always given and taken in a friendly spirit. On one occasion, Mr. Beecher, while riding to one of the stations of his mission, was thrown over his horse's head in crossing a river, and was thoroly soaked. The incident, of course, furnished talk for the habitués of the store; and, when he made his appearance the next day, he was greeted by his good friend, the Baptist minister: "Oh, ho, Beecher; glad to see you. I thought you'd have to come into our ways at last. You've been immersed, I hear; you are as good as any of us now." A general laugh followed this sally. "Poh, poh!" was the ready response, "My immersion was a different thing from that of your converts; you see, I was immersed by a horse, not by an ass." A chorus proclaimed that Beecher had got the best of the joke after all. The Methodist preacher once said to him: "Well, now, Brother Beecher, what have you against Methodist doctrines?" "Nothing, only that your converts will practice them." "Practice them?" "Yes; you preach falling from grace, and your converts are always doing it with a vengeance."

There are two ways of doing work. One may go about it with a clouded brow, a lagging step, and a general expression of disgust and weariness; or it is possible to be alert, energetic, bright of countenance, and elastic of step, as if the labor were really enjoyable. The work is done in either case, of course, but there is something in the latter manner that inspires confidence in the worker and assures him of a reward that would not crown his efforts were they put forth in the other way. This is just as true of selling goods as it is of any other labor. It is the clerk who appears to delight in his vocation that wins.



DAVID STARR JORDAN

MODERN EDUCATION.

DOES IT EDUCATE IN THE BROADEST AND MOST LIBERAL SENSE OF THE TERM?

ANSWERS OF DAVID STARR JORDAN, PRESIDENT OF LELAND STANFORD UNIVERSITY.

That training which does not disclose the secret of power is unworthy the name of education.—President Jordan.

1. The first article of the educational series which has been published in *The Cosmopolitan* was founded upon the following hypothesis: "The pursuit of all mankind is happiness.* There is no other basis upon which any tenable theory of education for youth may be built than that the training received tends, in the highest degree, toward those conditions of mind and body which will best serve to bring happiness to the individual educated and to those about him. That, at least, is the ideal toward which education must move with ever-quickening strides."

Do you believe that this is the true ideal? If not—what?

Answer of President Jordan.—I should say rather effectiveness. But all true happiness depends on action, there is not so much difference. But mere pleasure or contentment should not be called "happiness."

2. Do you think that the training of the mind of youth can be accomplished by the study of Physics, Chemistry, Physiology, Psychology and English, German and French Literature as thoroly as by that of Latin and Greek?

Answer of President Jordan.—With most men *better.*

3. Will not a curriculum made up of the sciences and modern literature develop the reasoning powers to a higher degree than one in which the study of Latin and Greek is the chief factor?

Answer of President Jordan.—With most men—yes.

4. Inasmuch as the student, in a large percentage of cases, immediately following graduation enters upon a professional or business career and not infrequently assumes family cares, should not provision be made for thoro instruction by lectures on choice of occupation or profession—the intention being to afford him the widest possible information regarding the occupations of life, and to enable him to choose with knowledge rather than with prejudice?

Answer of President Jordan.—Lectures are not very effective in this regard. Personal conversation is better.

5. Should not thoro instruction regarding the duties of the married state, the psychological aids to selection and to happy wedded relations and the proper bringing up of children, constitute an important part of every college course?

Answer of President Jordan.—Such information is most valuable and should be included. But it should not be spurious, hysterical, mawkish. It takes a manly man with thoro knowledge to give such instruction.

6. Should not all students be compelled to include, as part of their daily duties, exercise sufficient to develop sound bodies while establishing habits tending to maintain health at a maximum of efficiency?

Answer of President Jordan.—A student should be led to seek such training, but education is largely a training of the will. He should seek it for himself, not be obliged to take it.—*Extract from an article in March Cosmopolitan.*

*FROM WEBSTER'S DICTIONARY.—Happiness is generic, and is applied to almost every kind of enjoyment except that of the animal appetites.

FROM THE CENTURY DICTIONARY.—Every man speaks of happiness as his end of ends; he wishes to live well or to do well, which he considers to be the same as being happy. But men disagree exceedingly in their opinions as to that which constitutes happiness; nay, the same man sometimes places it in one thing, sometimes in another—in health or in riches, according as he happens to be sick or poor.—*Grote's Aristotle.*

Concerning "Tom."

"Tom" is the average young American—boy or girl. Bishop Vincent knows Tom, and what is good for him, and how to tell it so Tom's teachers and mothers and fathers and employers can understand it and govern themselves accordingly. Here is a sample paragraph or two:

Now for the radical lessons which Tom must learn. He must be taught to consider himself a person and not a thing, a cause and not an effect. There is current an idea which receives its support from weak fiction, cheap lecture platforms and even from shabby pulpits—the idea that men are the creatures of circumstances and environment, that evil tendencies are the result of the choice of a great-grandfather. Tom must learn that he is in the world for the purpose of overcoming heredity, breaking thru environment and putting circumstances under foot, and he must stand as a man, not a thing. I take great stock in a boy who is courageous enough to assert his principles in spite of "the fellows;" such a boy is a power and not a piece of putty.

Knowing that he is power, Tom must be taught to be independent and to earn his own way. And this applies to girls as well as to boys. I detest tramps, rich and poor. When Tom has learned to be independent himself he will respect others who have to earn their own way in the world. Again, Tom's teachers must teach him that he being a power and independent, should not forget the law of independence. That is why I like the public school. It brings future citizens together on an equal footing. It is a good thing for broadcloth and homespun to sit side by side: it doesn't hurt homespun and it does broadcloth good.

Tom's most effective teacher, when the boy is between the ages of fourteen and twenty-one, is the man for whom he works and who pays him money. Here Tom's parents have a responsibility. They must choose his employer wisely. Finally, I would say, never give Tom up. If his teacher is cross and sarcastic, take up a missionary collection and send that teacher to the north pole. Remember that some boys do not mature until they are twenty-five and some men have astonished the world at fifty. The stupid-boy of to day may be the valedictorian at college, the statesman of future years. It sometimes takes the Almighty Father eighty years to get a good grip upon a human soul. Therefore, I say, Tom's teachers at home and in society should never give up.

Paul Hull; writing of the Jacksonville (Ill.) Institution for the Blind, in the Chicago *Inter Ocean*, tells the story of two blind boys who were overheard exchanging views about heaven: "What would you like to see first when you get there?" said the first,

"I'd like to see my mother," was the answer.

"I wouldn't. I'd like to see the days of the week."

Susie's grandmother had been scolding her. A few minutes later, Susie sat alone with her grandmother, playing with her kitten. She took the kitten in her arms and said: "Kitty, I wish one of us three was dead. 'Tisn't you, Kitty, and 'tisn't me, Kitty."

The Necessity of Special Training for Business.

[*Extract from an address delivered by Dr. C. S. Haley, Vice-President of Heald's Business College, before the State Teachers Association.*]

"The necessity of special training for business" is a subject worthy of the first consideration by the members of this Association, for—

"A little learning is a dangerous thing;
Drink deep or taste not the Pierian Spring!
There, shallow draughts intoxicate the brain,
But drinking largely sobers us again."

Measured by Pope's philosophy, special training would be a necessity to any calling laying claims to the attainment of a successful outcome.

The course pursued in England and on the coutinent to gain a knowledge of business is to bind a young man for a term of years without compensation and thus imbibe the methods of the transaction in the commercial world by a species of inheritance.

Education for business was cradled in this land of liberty and has scarce doffed its swaddling clothes in foreign lands. Its birth and growth in our own country does not date back beyond the confines of the latter half of the present century, and even in the last decade,

The Efficiency of Business College Work

Has more than doubled and tripled in its usefulness to prepare the generation that is to succeed us to occupy a higher plane in life and more readily comprehend the intricacies of business.

To best and most effectually establish the value of anything is to present an argument by analogy, and in pursuance of this plan and asserting that right accorded to all Yankees, I purpose arguing my point by asking a few pertinent questions.

Special Training for the Professions.

Is there to be found in a civilized land a person so idiotic that he would employ the services of a man without a special education to administer remedies in case of sickness of himself or his family? Imagine a surgeon, with scalpel in hand, cutting and slashing a human subject without first gaining a knowledge of the anatomy of man!

Who would pay a retaining fee to a lawyer to defend or prosecute a case at the bar of justice who has not fitted himself for such service by the study of the statutes and made himself acquainted with the manipulation of cases in the courts of law?

Who is there among you that would be led to the salvation of the soul by a person not qualified for the ministrations of the gospel, or dignified by the title of "the cloth" or even the soles of his shoes to be patched up by a cobbler not properly in *his* line of work?

Would you as teachers be fitted to take charge of your schoolrooms without being educated for the duties devolving upon you, that of modeling the young mind, storing it with useful thoughts and stamping it with morals so that the boy shall grow to manhood endowed with traits of goodness and worth?

Why has there been established a State Normal School but to educate you as teachers, that you may be qualified to teach, that your high and holy calling (than which none is higher or holier) shall be revered and honored by the civilized world?

Have I need of further arguments on this line of thought in addressing the educators of the State? Lest there be reflected an indignity upon your intelligence, I shall forbear, for it is doubtful if any thoughtful person can be found who will father the contention that training is not necessary to the pursuit of any calling, trade, or profession. The educated farmer makes a better farmer, and he should be familiar with the proper transactions of business affairs, and it is just as essential for him to have this special training as it is for the professional or commercial man.

An old farmer, many years ago, who had adopted a method of keeping his accounts in chalk on the back of the kitchen door, found that his good house-wife on a scrubbing-day had washed them off. Feeling sorely chagrined over the misfortune, she urged her husband to try to restore them from memory. After many hours of earnest study, he told his sorrowing spouse he had succeeded in replacing them and that he had faith in believing they were charged to better men.

This method of bookkeeping, if crowned with success, insures more profitable results than Business Colleges have been able to devise.

Have you, my friends, ever thought with Shakespeare "What fools we mortals be?" Often it is said it takes a wise man to know that he is a fool, for as the field of thought widens and broadens, just in that ratio does man realize his own littleness.

The Bounded Horizon of Our Knowledge.

We are all fools only in different degrees, but the less one knows, the more he knows. Two and two make four, but is it susceptible of proof? Who among you can say whence you came or whither you go? Who can explain Newton's Law? What is electricity? Who can tell how grows the seed? Who can comprehend the laws upon which our Weather Bureau bases its prognostications, for when it forecasts rain it is generally fair? What folly there is in wisdom and what wisdom in folly?

This contrast is between the finite and infinite, but when we come to consider man of low and high degree, we know that what elevates the one to a higher plane in life than another is education.

When we reflect what a broad field of learning is spread before us as food for the brain, when we deliberate on the bounty and magnitude of the subjects for our study, is it a wonder that the brain, like the stomach, should become dyspeptic when taxed to digest such a multiplicity of subjects as is undertaken to be taught in our public schools? The law of digestion when food is taken for our sustenance rebels against variety, and when overtaxed in that direction fails to properly nourish the body. So with the brain, if fed upon miscellaneous food, little will be digested and meager the accomplishment

The Infinitely Great and the Infinitely Little.

Take for illustration the study of the microscopic world which leads us to examine atoms, microbes and bacteria, whereby all fashionable diseases are traced to a germ, or perhaps more aptly expressed by that homely, though somewhat inelegant, distich,

"Big fleas have little fleas to bite 'em,
And so on *ad infinitum*,"

And compare it to that opposite pathway that leads us to the revelations of the telescope, through which man leaves the earth at will and sores into confines of space and locates worlds like our own and solar systems, each with its own planets and satellites, assuring us of the probability that in the infinitude of space the worlds are as numberless as the sands of the seashore.

The justly celebrated Dr. Thomas Chalmers, the Scotch astronomer, thus contrasts the telescope with the microscope:

"The one led me to see a system in every star; the other leads me to see a world in every atom. The one taught me that this mighty globe, with the whole burden of its people and of its countries, is but a grain of sand in the high field of immensity; the other teaches me that every grain of sand may number within it the tribes and families of a busy population. The one told me of the insignificance of the world I tread on; the other redeems it from all its insignificance, for it tells me, that in the leaves of every forest, and in the flowers of every garden, and in the waters of every rivulet there are worlds teeming with life and numberless as the firmament."

Contemplate the study of the microscope in delving into the mysteries of nature, unfolding by master minds the infinitesimal worlds as a life-word to the greatest good of the human race; and also the revelations of the astronomer with the aid of the telescope; and consider the widely opposite directions these two fields of labor lead the thoughts of those who seek these paths of investigation, and you must know that success could be achieved only by special training, laying the foundation of the one study to the exclusion of the other; and what is true of the microscope and the telescope is alike applicable to any and all of the professions and callings that every man may select as a vocation to pursue for a livelihood.

Every human being should

Live for a Purpose;

And I count that man a failure who does not leave the world better for having lived in it.

Imagine a young man launching his ship upon the stormy sea of life to buffet the tempestuous waves without compass or chart, or a knowledge of their uses, adrift upon the trackless ocean, swept by every wind whither it listeth and driven and washed by every wave through a purposeless voyage till wrecked upon the quicksands or dashed to pieces upon the rocks, and you have the pictured fate of a great majority of those who enter upon life's stern duties unprepared for its battles, unlearned and untrained in the callings selected for their life-work.

CORPORAL PUNISHMENT AS A MEANS OF SOCIAL CONTROL

PROF. EARL BARNES, London, England—Formerly Stanford University, California.

No American can live in England, even for a few months, without realizing that the whole theory and practice of human control is very different from what it is with us. If from England the visitor goes on to France the marked characteristics of English control are still more emphasized.

The English are a strong people—their present empire is a sufficient proof of this statement. They are frankly, directly masterful; and this masterful quality is most simply expressed in their attitude toward corporal punishment. Everywhere one is brought face to face with the national dependence on physical pain and discomfort as a means of correcting evil ways. Thus in the London *Daily Telegraph* of Sept. 3, 1897, one reads that Henry Bunce, aged 13, was charged at a London police court with stealing a water-can, value 2s. 6d. "Prisoner said he certainly broke into the house by forcing the back window catch, but all he did to the house was to wind the clocks. (Laughter.) Prisoner had been previously convicted, receiving six strokes with the birch for stealing. He now pleaded guilty, and Mr. Bird reduced the charge to one of stealing, and ordered him twelve strokes with the birch." Again, from the *Telegraph* of September 21: "Walter Tucker, 9, school-boy, was charged with stealing a pair of tennis shoes. Prisoner was sentenced to receive eight strokes with the birch."

One reads such statements in all the papers; nor are the birchings confined to children in the police courts. Flogging was abolished in the United States navy half a century ago; but in the same London *Telegraph* for September 21, we read that, "A court martial was held yesterday on board the flagship "Victory" —for the trial of James Watkins—charged with being absent without leave—and with having struck his superior officer. Prisoner was sentenced to receive twenty-four cuts with the birch, then to be imprisoned for one year, and afterwards to be dismissed from her Majesty's service.

One does not need to go to the newspapers to realize this constant dependence of the English people on immediate physical reactions. One cannot walk ten blocks in London without being impressed with this pushing and pulling tendency of the common people; and if his walk take him through one of the tenement districts he feels that the parents have never heard of any treatment for children except that prescribed by Solomon. One might say this is because London is a great city, but the traveler may walk about Paris for a week and never see a child struck or kicked.

In his last novel, *Captains Courageous*, Mr. Kipling has again summed up and expressed the whole English philosophy of control. The hero is Harvey Cheyne, the spoiled son of an American millionaire. We first meet him on an Atlantic liner on his way to "be finished in Europe." At this time he is "a slight, slim-built boy, a half-smoked cigarette hanging from the corner of his mouth. His pasty, yellow complexion did not show well on a person of his years, and his look was a mixture of irresolution, bravado, and very cheap 'smartness'" On the way he falls overboard and is picked up by a boat belonging to the schooner *We're Here*, of Gloucester, out on a four months' cruise. He demands to be taken home but the captain does not believe his story and he has to remain. He is offered regular employment but he refuses it and so he suffers forcible indoctrination in seamanship, his first lesson taking the form of a knock-down blow, instantly productive of one of "them hemmeridges" that are warrented to clear the head.

In this spirit his instruction is inflexibly continued. Teachings and admonitions are alike convincingly emphasized by severe but dispassionate thrashings with a knotted rope, and Harvey soon discovers that it is his immediate personal interest to apply himself cheerfully to the performance of whatever duties may be assigned him by his master. "The same smartness that led him to take such advantage of his mother made him very sure that no one on the boat would stand the least nonsense." The thorogoing reformation of his character dates from the moment when this conviction becomes implanted in his mind. When restored to his parents at the close of the cruise, Harvey Cheyne is a frank, resolute, even-tempered youth, inured to hardships, trained to obedience, and proud of his ability to earn his own living.

This form of control is reduced to a working system and dignified by tradition and noble associations in the great public schools of Eton, Harrow and Rugby. Thomas Arnold counted on the "fagging system" of Rugby "as the key-stone of his whole government." When a liberal journal made an attack on corporal punishment, he replied: "I know well of what feeling this is the expression; it originates in that proud spirit of personal independence, which is neither reasonable nor Christian—but essentially barbarian. It visited Europe with all the evils of chivalry, and is threatening us now with those of Jacobinism. At an age when it is almost impossible to find a true manly sense of the degradation of guilt or faults, where is the wisdom of encouraging a fantastic sense of the degradation of personal correction? What can be more false, or more adverse to the simplicity, sobriety and humbleness of mind, which are the best ornament of youth and the best promise of a noble manhood?"

When corporal punishment is common, and grounded in a generally accepted philosophy of control it does not carry with it that disgrace which attaches to it where any form of physical assault is considered as not only painful but as personally insulting. Hence we find that in England this form of control is not lacking in elements that may appeal to taste and be used to give brightness and color to literature and art. *Tom Brown at Rugby* will occur to every one; and in Kenneth Graham's *Golden Age* we have a charming treatment of the physical give and take solution of human relations in a well-to-do English home. Or take the review in a current English paper where Mr. G. W. Stevens quotes Elizabeth Turner's child's lyric:

"Mama had ordered Ann, the maid,
Miss Caroline to wash;
And put on with her clean white frock
A handsome muslin sash.

But Caroline began to cry,
For what you cannot think:
She said, 'Oh, that's an ugly sash;
I'll have my pretty pink.'

Papa, who in the parlor heard
Her make the noise and rout,
That instant went to Caroline,
To whip her, ther's no doubt."

And then Mr. Stevens adds the commentary: "When Caroline reappears in the story, naughty, you notice that she is 'Miss' Caroline no longer. In the second line of the second stanza we have the unheard-of-heinousness of her conduct finely emphasized. And then, in the third, the awful suddenness of the apparition of papa! How subtly papa is pictured, lying in wait in the parlor, silent, no doubt, listening, the door ajar, for the least hint of whipable naughtiness. That instant, you observe, he was up and at her. Note, finally, the art with which the catastrophe is suggested rather than stated. Papa is moving in the direction of Caroline; we do not hear the slaps or the screams—but we imagine."

This attitude toward physical compulsion is not an unconscious accompaniment of environment and racial qualities; it is, instead the accepted philosopy of the people, and they look with distrust and apprehension upon any people holding a different view. The attitude of English writers toward the French in matters of government, art, literature and social relations, from the impassioned utterances of the days of the French Revolution to

the current articles in to-day's *Chronicle* or *Telegraph* all express this distrust of activity that is carried on outside the shadow of the strong arm of a law that can be distinctly seen and felt if necessary. Or the current editorials on our recent elections illustrate the point as well. To read them one would imagine that America, light, fickle, with no fixed policy, and no vissble power of compulsion, was on the brink of anarchy. England's attitude towards us is very much like our attitude toward Brazil or Guatamala.

Now this attitude toward law, with its accompaniment of possible pain, has been characteristic of the great conquering nations of all time. All that has been said of England would have been even more true of ancient Rome; and wherever a great work is accomplished through a long period of time we cannot doubt that the agent working in harmony with the constitution of things. Capital punishment then, using the phrase with its largest content, would seem to have its place and function. What is it?

The studies made on children's attitude toward punishment during these past four or five years go to show that young children accept physical reactions as a perfectly natural thing against which they feel no particular revolt. Their own tendency is to impose physical pain as a means of bringing things or people into line with what they think ought to be done. Farther, all our studies on undisciplined and spoiled children go to show that a young child finds at first the conditions of sound mental and moral growth only in absolute obedience to a will and a direction superior to his own. But from the earliest age the child is also struggling for self direction and if he is prevented from following this natural development we have as a result either the helpless and dependent human being, or the revolutionist with his hand turned against all law. So with a primitive people, all history teaches that they find their best conditions of growth in strong paternal rule, backed by immediate physical pain. An unprejudiced observer cannot be brought into immediate relations with the lower classes of our negro population without feeling that any one of them would find his best condititions for mental and moral growth in a state of immediete dependence on a wise and sympathetic superior. If a child or a primitive people misses this normal stage in its growth we have the hoodlums of our American cities, or the lower type of citizens in our Spanish-American republics. In these cases we must apply the rule, Better late than never. Spoiled people may find their salvation, even late in life, in a strong hand backed by immediate and painful penalties.

These, then, are cases where direct physical rule seems desirable: with young children; with primitive peoples; and with certain types of spoiled people. It will be noted that these are exactly the cases with which Mr. Kipling deals, the neglected and spoiled son of a New York millionaire, the English "gutter devil" and the Egyptain fellaheen, with his centuries of oppression and misuse behind him, and in him. But the trouble comes when we take it for granted that this is the whole secret and science of government. It seems to me that this mistake marks the whole attitude of the English people toward control. All sane and healthy living must certainly start in absolue and willing obedience to some superior human power; without this start, no sound growth. But it is equally true that from the first each individual must not only be allowed, but encouraged to struggle for and to attain self-direction;—that is to say, a direction that is in accord with the constitution of the universe, his own nature and human society being two elements of that universe. Absolute control, backed by prompt physical penalties will give the foundations for healthy growth; it will form a great army; it will conquer and govern provinces; it will at least hold in subjection the criminal and spoiled classes, and it will sometimes cure them. But if it is too long continued it will destroy initiative, crush out artistic development and ultimately brutalize a people. These conditions have not been realized in England, but the national tendency seems to me in that direction.

Meantime the new movement that is centering about the free common schools seems destined to work a great change in English public opinion. In the past England has never believed in the free general education of her people. Not until 1870 did she establish schools under the direction and control of government; and not until 1892 did she make elementary education free.

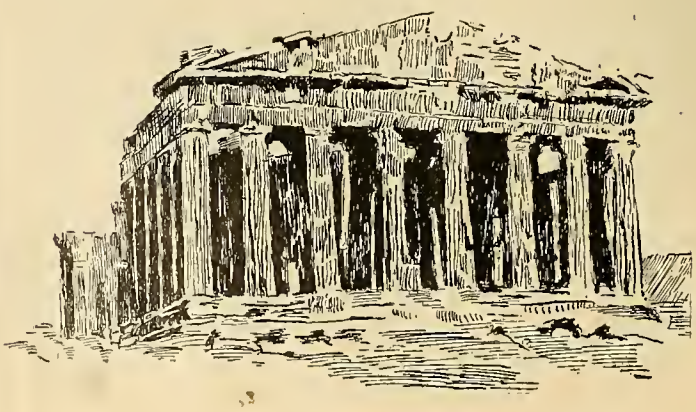
With the expansion of the suffrage, however, all parts of the country, and especially the great municipalities, have made rapidly increasing grants for the support of elementary education: and just now all England is facing the problem of free secondary education. The influence of the free schools is already seen in an attempt on the part of the lower classes of society to realize existence as individuals as well as parts of society. These first attempts at self-direction and expression will be rude and often vulgar, but an American must believe that in the long run they will justify themselves.

When we turn to America the conditions are all very different. The free life of our early settlers developed an extreme confidence in self-direction; our revolutionary struggle with England strengthened this confidence into a conviction which is formulated in our Declaration of Independence. With plenty of room for growth we passed the period of swaggering young manhood, from 1800 to 1840, without having our self confidence properly tempered by a large and cosmopolitan experience. Then came the anti-slavery agitation with its vehement denunciations of the whip and personal degradation, and its soul-stirring orations on our black brother and human equality. Whatever ideas of direct control and compulsory obedience might have survived these national experiences have been still further obscured by the varied immigration with which our country has been flooded since 1840. The German has had no respect for the Irishman's ideas of public control, and the Irishman has rejected the German's traditions. As a consequence of our development we have accepted as the basis of control in the family and school, and even in our relations with our Indians and negroes a variety of doctrinaire belief often better fitted to the society that we hope will exist in 2098 than to the society that actually exists in 1898.

Thus it has come about that the difference between the social faiths of England and America is profound. With us the individual is the centre of the universe; we believe in him; we trust him; and this trust rests in a deeper optimism, in a belief in the essential rightness and sanity of the universe. To slightly change Lincoln's saying;—"We believe that some of the people will go wrong all of the time, and all of the people will go wrong sometimes,—but all of the people cannot go wrong all of the time." This belief must inevitably produce a state of unstable equilibrium among the molecules of our commonwealth; and the Englishman watching us grows giddy, for he has not in the bottom of his heart that profound faith in the rightness of human nature in which the American rests.

But in this general optimism have we not carried our theories of physical inviolability so far that it has unfitted us for dealing intelligently with backward people and diseased classes? Our lowest class of negroes, our lazy and habitual tramps, and our city hoodlums are the hardest problem we have to meet. We have a lot of work in our country that could be very effectively done by Sergeant Whatisname. Our children especially suffer from this lack of discrimination on our part. Freedom that comes too soon, before the individual is ready for it, is ruin; and we in America have to learn when in the advance from savagery to civilization, from childhood to manhood, the admonitions of experience need the backing of physical force.

If England's danger lies in the direction of a force that may weaken artistic power, destroy initiative and ultimately brutalize a people, ours lies in the direction of a lawless individualism that precociously ripens children, develops hoodlums, and leaves us powerless to deal with the infinitely difficult social and political problems of the undeveloped peoples within and all about our borders.—*Extracts from an article in Education.*



WESTERN SCHOOL NEWS.

The biennial Convention of County Superintendents will meet at Sacramento, April 25, '98, in the Senator Chamber.

Superintendent R. H. Webster will issue his report of the City Schools of San Francisco during the present month.

The institutes of Riverside, Orange, San Bernardo and Los Angeles will be held March, 28, 29, 30, and the Southern Teachers Association, March 31, and April 1.

Prof. Geo. Davidson has been elected to a chair of Commercial Geography by the Board of Regents of the State University in the College of Commerce.

The Moscow, Idaho, Schools, J. C. Muerman Superintendent, had an enrollment for February, of 736, and only two tardy. The decrease in tardy marks of from 133 in February, 1893, to one or two at the present time has been accomplished by simply creating a sentiment against tardiness.

Mr. E. Munigan, Clerk of Lincoln School District, Alameda County, has served continuously as clerk of that district since its organization in 1865. Is there another such record in Alameda County or in any other?

Superintendent McPhaill was at Woodville this week to install the new principal of the schools there. He is L. E. Lynn of Los Angeles. There was no available teacher in Tulare county unemployed to take the posi- . Lynn had to be sent for to the south end of the State. Mr. McPhaill also visited the Surprise and Oakdale schools while he was absent.—*Visalia Delta.*

Prof. James Edward Keeler, who has been appointed Director of the Lick Observatory to succeed E. S. Holden, is not unknown to scientific work on this Coast. He was the first practical astronomer to take hold of the Lick Observatory, having gone there as "astronomical observer" under the Lick Trustees in 1886. For two years, or until the transfer of the Observatory to the University, he carried on the time service and made all possible use of the equipment. When the great refractor was mounted by the late Alvan G. Clark, in January, 1888, Professor Keeler made the first observations through it, and at the inception of the Observatory made studies and drawings of the planet Saturn that are standard to this day. He was in charge of the first eclipse expedition sent from the Lick Observatory. On January 1, 1889, at Bartlett Springs, in Lake county, he made observations of the total solar eclipse which were published in the Lick Observatory records, and he subsequently determined the geographical position of the station at Norman, Cal., occupied by an Eastern observing party. A few years later he resigned from the Lick Observatory to accept the directorship of the Alleghany Observatory, where he has since continued work in his special line of astronomical spectroscopy, with results that have gained for him an international renown. Professor Keeler is a native of Illinois and was graduated from the Johns Hopkins University, after some years of study in Germany. He served for many years under Prof. S. P. Langley before coming to the Lick, and while working with that distinguished scientist came to Mr. Whitney in 1881 to make bolometer observations of the sun at high altitudes. He was married in 1890 to Miss Matthews, a ward of the late Captain R. S. Floyd.

A lack of interest in educational circles is quite apparent. The two county associations of this county are receiving a very meagre support, and with great effort are keeping their organizations in tact. Interesting programs are the order in each; but the teachers are already so wise that they cannot learn more, or so selfish that they care not to give of their wisdom to others. Apparently, many feel that there is no more to learn, that all knowledge is stored up with them. It is certainly to be regretted that our teachers are so wise (?) that they can learn nothing from association with others of their own profession. Yet there are many teachers who have no excuse for absenting themselves, who are continually absent. We can but believe that if not a crime, it is certainly unprofessional conduct, and deserves censure, if not more severe treatment. There are nearly 150 teachers in this county and probably two-thirds of them are within reach of the association meetings, and yet a paltry 25 or 30 are all that have a pride in their profession. The County Board of Education and the Boards of School Trustees should observe and make a note of such absences.—*Public School Reporter,* San Luis Obispo Co.

Earnest Appeal to Teachers.

J. S. McPhaill has sent out to the teachers of Tulare County from his office the following circular letter:

"VISALIA, California, February 5, 1898—To the teachers of Tulare County: Again I wish to call your attention to the importance of securing the best possible attendance in your schools. This is the season when your earnest efforts in this direction are most needed. Persistent and continuous work will surely do a great deal of good.

In two years we have reduced the absences by 6963 days We should reduce it as much more this year. Last year there were over 24,000 absent days reported to this office. This should be reduced to 10,000 or less. Will we do it? That depends entirely upon the efforts of each individual teacher.

If your school averages one absence per pupil per month your attendance is poor and you should spare no effort till you get better results. The increased attendance during the past two years saved the country several thousand dollars, and this year we should do better and save more. Individual districts will have much more money if the average daily attendance is high. Impress this on patrons and pupils. Visit the parents of irregular pupils, and by every means strive to get them with you in this work.

Many books belonging to the teachers' library have been out for months. Those having such books will confer a favor by returning them at once.

Respectfully, J. S. McPHAILL
County Superintendent.

Resignation of Francis A. Parmeter.

For some time Miss Parmeter had been feeling that the failing health of her only brother demanded that she go to him and render a sister's service to a dear one; so, as letters continued to come telling that the dread disease, consumption, was surely and rapidly taking away every hope, her duty was made plain to her, and, near the close of January, she tendered her resignation and went to minister to him. As a mark of appreciation of her services and of regret at her departure, President Ritter called the Faculty together, and they unamimously passed and signed the following resolutions.

"After seven years of service our associate teacher, Miss Francis A. Parmeter, Preceptress, resigns her position that she may minister to the wants of her invalid brother, therefore, be it

"Resolved, That, in Miss Parmeter's withdrawal, we lose a worthy associate, the school a superior teacher, and the students a warm and sympathizing friend; and be it further

"Resolved, That with our knowledge of Miss Parmeter's qualifications, ability and worth, we feel it a duty we owe to ourselves, to her, and to the cause of education, to say that she excels as teacher, and that her every act as Preceptress is worthy of imitation. (Signed.)

C. M, RITTER	WINIFRED S. BANGS
M. L. SEYMOUR	GRACE A. LOVE
W. S. T. SMITH	EMMA J. FULLER
E. N. HENDERSON	ELIZABETH ROGERS
E. M. WILSON	CLARA M. MCQUADE
HELEN BALLARD	EMMA A. WILSON
MAXWELL ADAMS	MAY KIMBALL.

Faculty of the State Normal School at Chico California.

Twelve Success Maxims.

The President of the London Chamber of Commerce gives twelve maxims for success, which he says he has tried through five years of business experience:

1. Have a definite aim.
2. Go straight for it.
3. Master all details.
4. Always know more than you are expected to know.
5. Remember that difficulties are only made to overcome.
6. Treat failures as stepping-stones to further effort.
7. Never put your hand out farther than you can draw it back.
8. At times be bold; always prudent.
9. The minority often beats the majority in the end.
10. Make good use of other men's brains.
11. Listen well; answer cautiously: decide promptly.
12. Preserve, by all means in your power, "a sound mind in a sound body."

The waste of life is greater than its accumulation—*Mark Hopkins.*

Success--Dr Push and Dr. Easy

Two rival doctors in town, equal in learning and skill, are about to begin their professional careers. Dr. Easy puts his card on his door and in the newspapers, and then sits down in his office and waits for patients. If, fortunately, somebody breaks a leg or is siezed with cholera at his very door, he secures a customer; otherwise he may spend years putting knowledge into his head by study before he will put any money into his purse by practice.

It is not so with Dr. Push. He has a mean opinion of the passive system, and not only puts up a stunning brass plate on his door, but gets himself puffed in the newspapers, salaams to all the "big wigs" of the town, dresses in the height of fashion, talks learnedly of borborygmus and asphyxia, looks wise as an owl, and keeps a splendid turnout, or "two-forty" horse and carriage, before he has a visit to make. He hires persons to startle his neighbors at midnight with the peals of his bell; is continually called out of church; and, more than once, has had his name shouted, as being instantly wanted, while attending a concert or lecture at the Academy of Music. Instead of sitting down in his office and dozing over Brodie and Magendie, he scours the streets and the whole adjoining country with his carriage, driving from morning till night at a killing pace, as if life and death hung on his steps; and, neglecting no form of advertisement, is probably charging two thousand dollars a year before Dr. Easy has heard the rap of his first patient. Now, of the two men, says Dr. Mathews in his splendid book, "Getting On in the World," Dr. Push may be the humbug, but he is certainly not the fool.

Shall a man be his own trumpeter, or, relying on his merits, shall he aim *to be*, rather than *to seem*, qualified for his business, and leave the world to find out the fact for itself? This is a question which confronts every man at the outset of his career. Minerva threw away the flute when she found that it puffed up her cheeks; but if, in this age, men cast away their flutes, it is to use a more potent instrument of puffing, by blowing their own trumpets. This instrument, it is almost universally agreed, should be of brass. Not only in trade, but in all the professions, self-trumpeting is now acknowledged to be the great talisman of success; and the man who can blow his horn the longest and loudest is considered most likely to reach the pinnacle of riches and respectability.

The old fashioned modes of securing patronage or custom, by strict integrity and quiet attention to one's business, are scouted on all hands. Merit is voted a "slow coach," and modesty a humbug.

Acting upon this doctrine, an enterprising tradesman, whose business chances to be hat-making, never dreams of setting himself diligently to make better hats than another, so that the heads of the human race may be more honorably covered; but he sets up an enormous lath-and-plaster hat on wheels, and sends it circulating thru the streets with the speculative hope of persuading us into a conviction of his superiority, and thereby gaining an influx of custom. He outbids the world for its patronage by the boldness of his proclamations, and expects to succeed by the very extravagance of his pretensions

Gullibility, in short, is deemed the surest avenue to success; hence, human ingenuity is evermore racked and tortured for new means of attracting and securing attention, the results of which everwwhere confront us,—on the walls of buildings, in endless circulars, in newspaper advertisements, in boys at street corners thrusting mysterious slips of paper into our hands, in huge placards borne on men's shoulders, and in the lumbering caravans with ear-stunning bands of music which obstruct the thorofares of our large cities. Blow your own trumpet, is the advice of everyone, if you do not wish to be trampled under foot in the rush of competitive strife, and die in obscurity. Sound your charge and ride over somebody, or somebody will sound his charge and ride over you.

Now and then you meet with a simple-minded man who gives all his soul to doing his work well. But this, the worldly-wise will tell you, is an egregious mistake. Such a mode of procedure might do in Mars or Saturn, but is totally out of place in this puffing, advertising, "bill-sticking" age. The art of self advancement is not so much to do a thing well as to get a thing which has been moderately well done largely talked about.

It is taken for granted, in an age like the present, that every man pretends to the utmost he can do, and he who pretends too little is apt to be thought capable of nothing. In short, lowliness and "unobtrusive worth" are very pretty in theory and pleasant to read of in moral disquisitions; but he who relies on them, who is always crouching in a corner, and cannot ask for his due; or who goes about, as Robert Hall said, "with an air of perpetual apology for the unpardonable presumption of being in the world;" who never puts himself forward, or, if he does, does so with the forlorn hope with which Snug, the joiner, begs the audience to take him for a lion; who cannot *say* that he wants anything, or cannot say it with sufficient loudness and pertinacity; who cannot make himself prominent at the right time, tho he knows it to *be* the right time, may be very lovable, very much to be admired, but must expect to be not only outstripped, but knocked, crushed and trampled under foot in the rush and roar of this nineteenth century.

No old saw is oftener repeated than the threadbare one about modest merit being neglected, while pretentious demerit is loaded with riches and applause. Wisely did Pythagoras enjoin each pupil to "reverence himself." To think meanly of one's self, it has been truly said, "is to sink in one's own estimation as well as in that of others. As the thoughts are, so will the acts be. Man cannot aspire, if he look down; if he will rise, he must look up."

Put yourself forward, then, if you would be known. Blow some kind of a trumpet, or at least a penny whistle, to draw the world's eye upon you; but be sure you *are* what you pretend to be, before you blow.

"The world has no time to analyze character, weigh merit, and decide as to the relative ability of men. This is a fast, hurrying, rushing world of ours, and is very much influenced by the value that a man sets upon himself. If he says, 'I am a great orator, or a noted scientist,' the world is apt to take it for granted that he is, rather than go to the trouble of holding a civil-service examination of his merits. If he says, 'I am but a poor, weak worm of the dust;' the world will say, 'You look like it; get out of the way.' "

Depend upon it, the world will not hunt you up nor concern itself much about you; if you want its favors, you must keep yourself constantly in its eye.

Se enth Annual Session of Southern California Teachers' Association

To be held in Los Angeles, March 31, April 1st and 2d.

The following are a few of the many subjects to be discussed.

"The Brain in Education,".....J. M. Greenwood
President N. E. A., Kansas City, Mo.

"Training as a Factor in Education,"..... A. E. Winship
Editor N. E. Journal of Education, Boston, Mass.

"Decorative and Industrial Art,".....Henry T. Ardley
University of California.

"The Certification of Teachers,".....Samuel T. Black
Superintendent of Public Instruction.

"Education for Culture,".....Edward A. Ross
Stanford University.

"American History in the Public Schools,".....C. A. Duniway
Stanford University.

"Some Difficulties in the Present Development of the Common School Curriculum,".....C. C. Van Liew
Los Angeles Normal School.

"Mutual Help as a Factor in Evolution,".....David Starr Jordan
President Stanford University.

"Banner Legends for the Young Scholar,".....Martin Kellogg
President University of California.

"Ethology and Child-Study,".....Thomas P. Bailey, Jr.
University of California.

"Civilization vs. the Child in Education,".....J. H. Hoose
University of Southern California.

"The Reformer of Primary Education in Germany and What Can We Learn from Him,"....Julius Goebel
Stanford University.

Bernard Moses, and others.

The puff of an adjective escape-valve for the expanding steam of egotism, and high-toned self-laudation may deceive bedazzled folk, but thinking men must turn aside disgusted.—*A. B. Coffey.*

Dr. A. S. Draper has refused the offer of $12,000 per year to go to New York and take charge of the schools. It is continually demonstrated that there is still room at the top. The vacancy is not yet filled. Dr. Draper will remain as the President of the University of Illinois.

The Problem.

"Now, come ye," quoth the Master,
"Now, come ye one and all,
And solve a problem I will give
Alike to the great and small."

And then he gave the problem,
A wonderful one, I ween,
And bade them solve it on a board,
The largest ever was seen.

And the children all went forward
To solve the wonderful sum,
And millions stood at the blackboard,
And millions are yet to come.

Some made glorious figures,
With beautiful curves and signs,
And some made hideous blunders,
With crooked, horrible lines.

Some who began in earnest,
Grew hasty and tired so soon,
That the beautiful work of the morning
Was blotted and soiled by noon.

And some as the shades of even
Grew nigh, cried out in pain,
"Ah! now I could solve the problem
Could I but begin again."

And still they worked at the blackboard
While millions looked on to see,
And the Master saw each figure
But never a word spake he.

For still it grew stranger and deeper,
And nearer the great throng pressed,
To see the wonderful problem
And he who should solve it best.

And lo! the girls grew women,
Fair as the radiant sun,
And the little boys were bearded
While yet was the task not done.

For still it grew stranger and deeper
And nearer the great throng pressed,
To see the wonderful problem,
And he who should solve it best.

And the workers there at the blackboard,
Grew weary and bent with years,
And the board was white with figures
And dampened with many tears.

At last, when their failing vision
Grew dim, in the waning light.
They knew that the answer was coming
And shivered in vague affright.

Then Death came in at the doorway,
The Master was in his place—
"The children have solved the problem,
I see, by each tranquil face:

"By the grace of God, I, therefore,
The Great King Death, proclaim
The long, long problem's answer,
And the worker's age and name.

"And ev'ry vice and virtue
Of their lives, is here unfurled,
For the children solved the *sum* of *life*
On the *blackboard* of the *world*."

—*Carrie Shaw Rice.*

Mamma—"Jimmy, I want you to keep as far away as possible from that Tommy Jones. He is not a good boy for you to associate with."

Jimmy—"I do, mamma, he always stands away up at the head of our class."

A ten-year-old Illinoisian: "Yes, we're clean thru fractions now, and next week we are goin' to begin workin' in dismals." (Decimals.)

Three Approaches to Literature.

1. Go over it with the single purpose of raising in the mind of the child the question: "Is it right? Is it correct?"

2. Go over it and have him point out to himself and you the things that are admirably said. Let them feel the difference between saying a thing and saying it well.

3. Forgetting grammatical aspect and beautiful setting, lead him back to ask; "Is it a true thing? Can I live it? If I live it can I live better?" When you touch a child on the side of the beautiful, you have touched him for good.

When a child reads a piece of literature, we are too impatient to have him give it back to us and tell us what he has read.

Often the impression is as yet too fine and elusive to put into words. In an art gallery an impatient gazer asked a friend who was studying a picture: "Well, what do you think of it?" Without moving his eyes, the art-lover said: "I'll tell you when I get ready."

Any teacher who will drag from a child, before he is ready, his impressions of a piece of literature, does the pupil a violence.

When we give to a child the best in our language, we need not fear the result; it will work itself out in high thinking and noble living. The child will grow into a living realization of the legend:

"In the midst of the beautiful is the good,
In the midst of the good is God, the Eternal One."

—*Child-Study Monthly.*

An Ear Training Exercise.

All close eyes.
One child walks across the room.
Children tell what the child did and in which direction he walked.
All close eyes.
One child says, "Who am I?"
Children tell who spoke.
All close eyes.
Two or three children sing.
Children tell how many were singing and name them, if possible.
Children close eyes.
One child leaves the room.
Call upon someone to tell who is missing; if unable to do so the child calls from the cloak room and is recognized by his voice.
—*Midland Schools.*

How To Know a Bird.

To know the name of a bird is of comparatively little value; to know to what class he belongs is of no great moment; in short, to know him from the scientific standpoint amounts to little so far as the average child is concerned. If he becomes a specialist, he will learn all this quickly in later life. But to love birds and to form habits of observation sufficient to watch carefully every bird is worth as much as any branch of study. No training of the ear is better than that which comes from listening to the song of birds; no training in color knowledge is better than discrimination of their hues and tints; no better form study than appreciation of their shape; no better discipline in the study of motion than in the study of their hopping, pecking, and flying.

A whole street in a provincial town was recently thrown into excitement by an ignorant, uncontrolled young mother, who ran into the street screaming: "Jack is bleeding to death! Run for a doctor, quick!" The father walked the floor in terror, the children cried, the neighbors flocked in, the mother went into hysterics, and little Jack was fainting from loss of blood. The "blood spurts" showed that an artery had been severed. The father was trying to plaster up the wound in his arm, when a young girl of sixteen, from the high school, came rushing in. She snatched the pillow-case off the bed, cut it into strips, and bound them tightly above and below the wound. The doctor came soon, and simply said, "My dear, you have saved the boy's life. Your knowledge of physiology was as good as mine in this case!"

Child—"Father, I never heard you say *your* little prayer."

LITERARY NEWS.

Horace Mann and The Common School Revival in the United States. By B. A. Hinsdale. Published by Charles Scribner's Sons, New York. Price $1.00 net.

The single purpose of this book is fairly to set before the reader Horace Mann as an educator in his historical position and relations: everything is made to bend to this central idea. The aim is to tell the story clearly and simply, and in a manner to use a great part of the great motive power with which Mr. Mann's life is charged. The materials for the story have been drawn mainly from the "Life and Books of Horace Mann." In some parts of the work, Mr. Mann's own language is often used with little change beyond what is necessary to adapt the narrative to the text of the present work.

The book is one of the series "The Great Educators" and abounds with interest to all school people.

Birds of Village and Field. By Florence A. Merriam. Illustrated. Published by Houghton, Mifflin & Co., Boston.

In this day of out-door and nature interest, we are coming to realize that to the birds as well as to the flowers, we owe much of the beauty and charm of country life; and if it could be accomplished within the narrow limits of our busy lives, we would gladly know more of the songsters. The question is not one of finding birds, for many species come and go with the varying seasons to almost every section of this broad country, but of knowing their names when they are found and here the way of the beginner is hard. The author, an experienced teacher, and knowing the peculiar disadvantages under which the young students labor, has written this book to make it possible for them to know the birds without shooting them. The book is profusely illustrated and printed in artistic style.

Stepping Stones to Literature a Fourth Reader. By Sarah Louise Arnold, Supervisor of Schools, Boston, and Charles B. Gilbert, Superintendent of Schools, Newark, N. J. Illustrated with original cuts, portraits of authors, and reproductions of masterpieces. 12mo, 320 pp. Cloth. Introductory price, 60 cents. Silver, Burdett & Company, Publishers, Boston, New York, Chicago, Philadelphia.

The Fourth Reader opens with a bright little story by Mrs. Ewing, which inculcates the duty of obedience in a truly delightful way. "How Little Cedric Became a Knight" is full of romantic interest, and the old yet ever new story of "Aladdin; or, The Wonderful Lamp" will be read with the usual delight. "The History of Tip-Top," by Harriet Beecher Stowe, is one of her happiest efforts in the juvenile line. Charles Kingsley's "Water Babies" is given in full, and this story, which has delighted older readers than children, will so entertain the pupils that they cannot help reading it with intelligence and expression. The illustrations show fine pictures of mythological characters, choice originals and copies of famous paintings by Millet, Guido Reni, Millais, Titian, and others.

Outlines of Descriptive Psychology. By George Trumbull Ladd. Published by Charles Scribner's Sons, New York. Price $1.50. For sale by The Whitaker & Ray Co., S. F.

This book has been written with a definite intention constantly in view. In size, selection and arrangement of material, style and mechanical structure the book has been adapted to certain beginners with an average grade of culture and amount of time at disposal. In short, it is an admirable text-book of the science of psychology for colleges and Normal Schools.

The work gives a complete but summary treatment of the phenomena of human mental life, from the different points of view and with all the methods of research, which belong to modern psychology. The method which has been followed is both analytic and genetic. The First Part describes those elementary forms of functioning which analysis discovers as entering into all mental life. The Second Part traces the evolution of the principal "faculties" of mind, as much as possible in their combined and interdependent action.

In the style of presenting the various subjects, the author has admirably succeeded in securing cleanness, conciseness and order. This is an all-important quality in such a text-book as this is. But these qualities make it impossible to introduce lenghty stories or disquisitions aside, on other interesting illustrative material. The pupil should begin the science with the determination to do honest and faithful work. But the teacher may on his part supplement the text-book from his own resources and should stimulate the pupil to draw upon his own experience for illustrative and life-giving details.

Taken from first cover to finis this work is doubtless the most concise and complete yet published of its class; that is, a text-book of psychology for colleges and normal schools. The book contains 425 pages and its mechanical execution is up to the high standard of the printer's art that is uniformly maintained by its publishers. It is illustrated by numerous diagrams and engravings.

Politeness in Children.

Henry Ward Beecher said, "Politeness is a religious duty, and should be part of a religious training." The law of politeness applies to men and women quite as much as to children: and if courtesy and kindness are the natural expression of parents the children will naturally adopt good manners. A writer in the *Union Signal* tells of a visit to a home in which the mother very properly classed good manners among the cardinal virtues of life. Her method of inculcating them, however, was astonishing, and not to be commended.

No sooner were we seated at the table than she began to instruct the children in this wise:

"Edith, sit up straight. It is vulgar to lounge at the table, above all places. Harry take your elbows from the table. How often have I told you that that it was rude to put your elbows on the table? Is it possible, Harold, that you are eating mashed potatoes with a spoon? I have told you over and over again just what was the proper use of the spoon at the table."

In the parlor it was: "Edith, sit erect! Harry don't pass in front of Mr. H. without an apology. Mamma wants her little boys and girls to be polite."

One is reminded by these ill-bred suggestions of the discouraged woman who said to her children, "You ain't got no manners, and I declare I can't beat none into you."

A Spelling Test.

If you can spell every word correctly in following the rhymes—all legitimate expressions—you may consider yourself qualified to enter a spelling bee:

Stand up, ye spellers, now and spell—
Spell phenakistoscope and knell:
Or take some simple word as chilly
Or ganger or the garden lily.
To spell such words as syllogism,
And lachrymose or synchronism,
And Pentateuch and saccharine,
Apocrypha and celadine,
Jepnine and homœopathy,
Paralysis and chloroform,
Rhinocerous and pachyderm,
Metempsychosis, gherkins, basque,
Is certainly no easy task;
Kaleidoscope and Tennessee,
Kamtchatka and erysipelas,
And etiquette and sassafras,
Infallible and ptyalism,
Allopthy and rheumatism,
And cataclysm and beleagner,
Twelfth, eighteenth, rendezvous, intriguer,
And hosts of other words all found,
On English and on classic ground
Thus Behring Straits and Michaelmas,
Thermopylae, jalap, Havana,
Cinquefoil and ipecacuanha,
And Rappahannock, Shenandoah,
And Schuylkill and a thousand more,
Are words some prime good spellers miss
In dictionary lands like this.
Nor need one think himself a scroyle
If some of these his efforts foil,
Nor deem himself undone forever
To miss the name of either river,
The Dneiper, Seine or Guadalquiver.

Louisville Courier Journal.

Minus a Teacher.

The New Zealand "Schoolmaster" tell this amusing story. The head teacher in a Sunday school was much worried by the noise of the scholars in the room next to him. At last unable to bear it any longer, he mounted a chair, and looked over the partition dividing the two rooms to see who the offenders were. Seeing one boy a little taller than the others talking a great deal, he leant over, siezed the boy by the collar, lifted him over the partition, and banged him into a chair in his room, saying: "Now, be quiet." He then resumed his lesson until about a quarter of an hour later, when he saw a small head appear round the door, and a meek little voice said: "Please, sir, you've got our teacher."

Be good and true (to yourself), and require double security for the money you loan to your relatives on a bond and mortgage.—*Russell Sage.*

My son never believe your own lies.—*Jas. G. Fair.*

In money matters, judge your man and act accordingly.—*Daniel Meyer.*

Every fellow has in proportion to his word. —*Charles Crocker.*

The Graded System vs. Individual Pupils.

By FREDERIC BURK—Clark University.

[*Extracts from article in Northwest Monthly.*]

The method of promotion of pupils in our cities has been a vexed question, and while the graded system has been put in operation, few contend that it is an ideal solution of the difficulties. In the large majority of schools pupils are bunched in lots of forty to sixty, receive the same lessons for one year, and then take an examination for promotion to the next higher grade. Those who pass this examination go on, and those who fail, as a rule, must go over their previous year's work again. Such a system rests upon the manifestly untenable assumption that all children are so constructed that it is practicable to herd all at the same rate of progress. Yet we, of course, know that there are several factors involved which make such an assumption an absurd one.

This study offers some data upon the factors which enter into the problem of individual progress. While the number of children studied is not as large as desirable, nevertheless, the results show suggestive lines of cleavage. The present inquiry has been made possible by a system of promotion, somewhat modifying the regular yearly graded plan, which has been in operation since 1893 in Santa Rosa, California. During the early part of that year the pupils of each grade were gradually sifted into three sections, in the essential branches of study. These sections moved at different rates of progress. While in certain subjects all pupils of a class are worked together, in a few subjects, as for example, arithmetic, reading in the first and second years, and geography in the fourth and fifth years, the pupils of each section recited separately. Promotions of individuals from section to section within grades was a matter of extreme flexibility. Promotions from the highest section of one grade to the lowest section of the next higher grade occurred three times a year, or approximately every thirteen weeks, tho irregular promotions were made oftener whenever the progress of a group of children made it desirable and possible. The test of all promotion was simply the judgment of the teacher under supervision. The departmental system had been simultaneously introduced in the upper grades of the school ann by this plan teachers passed from grade to grade teaching specific subjects, or a group of subjects. Consequently the promotions were usually controlled, as a rule, by the combined judgment of two or three teachers. These conditions, it is clear, made a pupil's progress to a large extent an individual matter, and every effort was made to maintain the system of promotion in a state of extreme elasticity. Absence of a pupil affected him alone, for if important ground had been covered by the class during his absence, he was placed in a lower section and later might regain his former section. Pupils of innately rapid progress were therefore not compelled to mark time in order to accommodate their slower fellows, nor were those of innately slow development made to hurry at a rate beyond their natural powers.

Owing to the kindness of Superintendent Cox, teachers and parents of Santa Rosa; in answering fully certain questions of circular letters sent to them, I have been able to trace the individual rates of progress of 216 pupils, 111 boys and 105 girls, representing the first four primary grades of two schools of the city for a period of 133 weeks, or three and one-third school years. To understand the significance of the following tabulation, it is necessary to understand that under the system of yearly promotions the pupil who is regularly promoted would cover in this time ten sections, or three sections per year. We may call, therefore, the rate of ten sections normal progress for the period stated:

No. Sections.	Boys	Girls	Total Promoted
20	0	1	1
16	0	1	1
15	2	0	2
14	8	6	14
13	7	9	16
12	4	12	16
11	16	22	38
10	11	15	26
9	11	11	22
8	15	11	26
7	12	6	18
6	18	6	24
5	6	2	8
4	0	0	0
3	1	3	4
	111	105	216

The first column gives the number of sections covered in this period by the numbers of girls, or boys, or both ("total promoted"), indicated in the same horizontal line. Thus, taking the line of the tenth section for example, we find at the end of this period of three and one-third school years, that eleven boys and fifteen girls had been promoted ten sections, while others in the same space of time had made eleven, twelve, thirteen, or even twenty sections, and still others had made only nine, eight, seven, or a less number.

These figures show certain significant facts. Of these 216 pupils, twenty-six pupils, or 12 per cent, progressed at the average rate of one grade per year; eighty-eight, or 41 per cent. made more rapid progress, and 101, or 47 per cent, fell behind the normal. With regard to sex, the figures show that 37 per cent. of the boys and 49 per cent. of the girls covered more than ten sections; that 10 per cent of the boys and 14 per cent. of the girls covered just this normal amount, and that 17 per cent. of the boys and 39 per cent. of the girls made slower progress. The difference between the progress of the most rapid pupil and that of the lowest, is seventeen sections, or three and two-thirds years in normal time; however, the pupils who made but three and five sections cannot properly be considered in the data as the slow progress of six of them is largely due to very prolonged absences, and in the case of three others, they are not "a' there," as the Scotch would say. But the 200 pupils comprised between the sixth section and the fourteenth section, all of whom started evenly, in August 1893, show in November, 1896, individual differences ranging upwards to two and two-thirds years reckoned in normal time. Such a fact if corroborated from a larger range of data, certainly would justify a very thoro overhauling of the present graded system now in such wide operation.

These figures must, however, be taken in a merely relative sense. They do not show, for example, that 47 per cent. of the pupils, *i. e.*, all those who fell below the tenth section, were unable to do the work of three and one third grades of school time. During the period of which this study treats, the grammar school course of nine years was shortened to eight years and the amount of work required of each grade was materially increased. The methods of teaching were also radically reconstructed along more modern lines, and consequently, these figures must be regarded simply as showing the relative rates of individual progress of 216 pupils, and they show nothing of the actual amount of work accomplished in an absolute sense.

These figures of the divergences of progress of individual children under actual conditions illustrate facts which most thoughtful school men already know in a general way. Should these proportions be borne out by studies under similiar conditions with large numbers of children, the proof that the present graded system in city schools works serious injustice, not only upon backward children, but upon forward ones as well, would be established in quantatative form.

So far as the practical problem is concerned it is unnecessary to go further. If such an injustice exists, it is unnecessary to ask for the causes; but from a standpoint of theoretic and psychological interest, the question naturally arises after a study of these figures: What are the causes which account for these wide differences in individual progress?

Common Sense.

In illustrating a lack of common sense that is not at all uncommon, President Seeley points out five directions in which false views of life are shown. 1. The importance given to professional success over manhood and womanhood. "All are more useful to the world if they will set the standard of manhood above the standard of their vocations." 2. Among teachers, too, great value placed upon recommendations and credentials. 3. Neglect of opportunities for literary and artistic culture. 4. Waste of energy by unnecessary effort, such as persistent standing in school, that is, not sitting down, and general nervous strain. He says: "I have met five women in the last month who spoke exultingly of having broken down nervously, as if it were a tribute to their womanhood instead of a crime against nature and God." 5. Constant change of methods without sufficient test of those that are already in use in their schools.—*Pennsylvania School Journal.*

Tom was sent to carry an invitation to tea.

"Mother wants you to come over to tea, and then she says it'll be over."

Trans-Mississippi Teachers' Convention.

The suggestion of a convention of school teachers in conjunction with the Educational Congress now being arranged as one of the leading features of interest at the Trans-Mississippi and International Exposition at Omaha in 1898, is meeting with universal favor on the part of influential educators, state superintendents, school boards and teachers of graded and district schools in many of the western and southern states. It is believed that such a convention will afford to thousands of teachers who may not attend the meeting of the National Educational Association in Washington an opportunity to derive from the meeting at Omaha the benefits they cannot otherwise enjoy, while permitting them to combine pleasure with knowledge in visiting the Exposition of 1898.

The Bureau of Education of the Trans-Mississippi Exposition has taken hold of the matter of organizing the educational congress to be held in Omaha during the Exposition at some date yet to be arranged. The governing idea is that the date shall not conflict with that fixed for the meeting of the National Educational Association. According to the plan of organization first adopted by the Board of Woman Managers, they will have charge of the educational, religious, philosophical and scientific congresses that will assemble during the Exposition. The general plan of the programs proposed for the Trans-Mississippi Teachers' Convention will be somewhat similar to those followed by the National Educational Association and the meetings will be addressed by the best educational speakers. Section meetings are included for the purpose of pursuing particular lines of educational work and these will be addressed by experts in those particular lines.

A large number of circular letters have been mailed to the principal educators of the Trans-Mississippi states, presenting the idea of holding an educational congress in connection with the Exposition and asking their co-operation in the enterprise. The circular is issued by the executive committee and explains that the convention is not in any way antagonistic to the National Educational Association meeting. Some information is afforded in regard to the entertainment of the visitors and the very low railroad rates that will be secured. A paragraph is also devoted to the general scope of the exposition and it is suggested that the latter part of June would probably be a satisfactory date for the congress. Those addressed are requested to transmit their views on the subject to the committee which consists of George E. McLean, Chancellor University of Nebraska; Joseph E. Hisey, Superintendent of Schools, Council Bluffs; Anna Foos, member Woman's Board, Trans-Mississippi and International Exposition; Victor Rosewater, managing editor, Omaha Bee; Carroll G. Pearse, Superintendent of Schools, Omaha; W. R. Jackson, Superintendent Public Instruction, Nebraska; A. A. Monroe, Superintendent of Schools, South Omaha; J. M. Gillan, Secretary Board of Education, Omaha.

A Boy's Mother.

My mother she's so good to me;
If I was as good as I could be
I couldn't be as good. No, sir,
Can't any boy be as good as her.

She loves me when I'm glad or mad;
She loves me when I'm good or bad;
An' what's the funniest she says
She loves me when she punishes.

I don't like her to punish me;
That don't hurt, but it hurts to see
Her crying, nen I cry; an' nen
We both cry—and be good again.

She loves me when she cuts and sews
My little cloak and Sunday clothes;
An' when my papa comes home to tea
She loves him most as much as me.

She laughs and tells him all I said,
An' grabs me an' pats my head.
An' I hug her an' hug my pa,
And love him purt' nigh as much as ma

—*James Whitcomb Riley*

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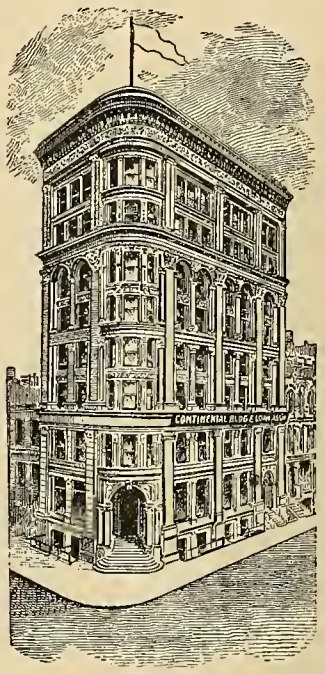

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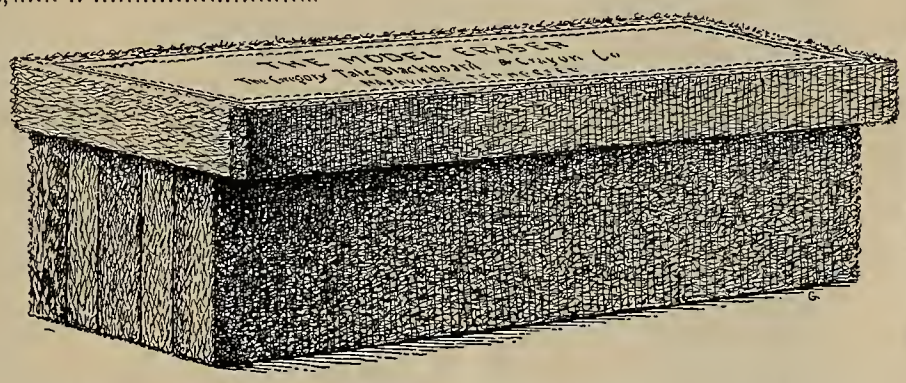

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IRIS

In the spring a livelier iris changed on the burnished dove.

—Tennyson.

APRIL
1898

PICTURE FOR LANGUAGE WORK

The above picture should be placed where the children who are to write can see it. The pupils should be requested to write an accurate description. Accuracy should be emphasized. There is sufficient in this picture for a composition of one hundred words for a child of ten. An art critic might write a book about it. The teacher who sends us by May 1, 1893, the best composition written by a pupil on the above subject will be sent free a picture of Lincoln for the school room.

HARR WAGNER, EDITOR WESTERN JOURNAL OF EDUCATION, 723 Market St., S. F.

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NEW SERIES—VOLUME III
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SAN FRANCISCO, APRIL, 1898.

NUMBER 4
ESTABLISHED 1852

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* *

Bird Day in the schools is more poetic but not as useful as Arbor Day. Plant a tree and the birds will nest in it. Dig in the ground, you may find a worm, but the boy will learn a lesson of toil, will be taught to appreciate hard work as well as to enjoy the song and pretty color of the birds.

* *

Editor Winship praises the *Atlantic Monthly* for refusing to print Frederick L. Burke's second article on Normal Schools. This may please Boston, but it will offend the people who like independence of thought as well as independence of character. The conservatism of the *Atlantic Monthly* belongs to a dead past, and a sickly future.

* *

Dr. Andrew S. Draper has definitely decided to remain at the head of the University of Illinois. He refused all the alluring offers of the Board of Education of Greater New York to accept the Superintendency. Supt. Maxwell of Brooklyn, a native of Ireland, forty-seven years of age, a man of great energy, considerable experience as a journalist and eudcator has been chosen as the leader of the educational forces of Greater New York.

* *

Dr. Andrew S. Draper in one of his addresses at the Metropolitan Temple before the C. T. A. made the following kindly reference:

"Your educational leaders came into the national educational meetings with a clearness of thought which is encouraging. I know John Swett almost as well as you do for he has contributed to the educational advancement of mankind."

The Value of School Oratory The great ridicule of the boy who seriously recited "The Boy Stood on the Burning Deck" and the slurs cast upon the boy declaimer and on the teacher who incited the child to high ambition, have resulted in dispensing with Friday afternoon exercises in many schools. Oratory has had its place in history, it will have its place in the future. It is more natural than reading. "Why is it," says Sam Slick, "that if you read a book to a man, you set him to sleep? Just because its a book, and the language ain't common. Why is it, if you talk to him, he will sit up all night with you? Just because it is talk—the language of nature." Talking one day of a certain play, Johnson said: "It has not wit enough to keep it sweet:" then, after a pause, "It has not vitality enough to preserve it from putrefaction." This last was his written style; the former, his spoken style, which is by far the better. One of the most valuable talks the writer has ever heard at an institute was the plea of T. H. Kirk, for the school oratory of Friday afternoons. In the stirring events of the future, the boy of today will need the individual expression of the orator. And he will make history and a place in the hearts of his countrymen as did such men as Chatham and Burke, Grattan and O'Connell, Mirabeau and Gambetta, Patrick Henry and Samuel Adams, Clay and Webster, Lincoln and Garfield. The noble sentiments they expressed, and the heroic stand they took on momentous occasions, have won for them imperishable renown; and the record of the words they spoke on these occasions has fascinated, and will continue to fascinate, all noble minds for ages to come. Clay spoke to the very point of the necessity of the time; Webster expressed thoughts and principles that are good for all time. The one looked to the immediate necessities or exigencies of the occasion; the other regarded them from a larger and more comprehensive point of view. Consequently Webster is quoted ten times for Clay's one time: and yet Clay was far more ardently loved and esteemed than Webster, for the former was a man of uncommonly amiable and magnetic character. Clay was a self-made man; Webster, a man of classic culture.

* *

The Biennial Convention The law that calls together the Superintendents of all the counties is a good one. The practical results however, the past four years have not yet materialized for the reason that the recommendations proposed have not become laws. The work of the present session, therefore, will adopt the best of the two previous sessions and go to the legislature with the results of six years' deliberations. The school trustees and teachers are interested in this session. The convention should include not only the superintendent, but a school trustee and a teacher from each county. Trustees and teachers should at this time either write to Supt. Black or to the county superintendent for suggestions on changes in the school law, and to note where improvements may be made. State Supt, Black, in his address before the pedagogical department of the State University on Monday, March 20th, gave in a concise form the essential facts in regard to the school law of California. One of the defects which he noticed was the lack of system in the grading of schools, and he will bring the matter before the Biennial Convention so that the law may be amended, and primary and grammar schools be uniform thruout the State.

* *

F. Marion Crawford, the novelist, in his lecture, emphasized the fact that this age has produced great characters; that the personality of men stand out in history as in the time of the Cæsars, and gave as examples Gladstone, Lincoln, Leo XIII and Bismarck. Charles Sumner's advice is good to give your boys and girls: "Have an ambition to be remembered, not as a great lawyer, doctor, merchant, scientist, manufacturer, or scholar, but as a great man, every inch a king."

Debates in the School The Saturday open sessions of the Department of Pedagogy of the University of California are of great interest. Professor Elmer E. Brown has the faculty of having topics discussed that are both of human and of educational interest. On a recent Saturday Professor Heaton recommended debates in the higher grammer grades. "A child," he said, "should have something to say and be able to say it. Debating gives practice in speaking and practice in composition. It is best to begin by having the debaters write out their papers and then read them. Afterward the pupils may be allowed to speak from notes.

"The habit of arbitrarily choosing sides is, I believe, a pernicious one. Teach the children honesty; never choose sides for the pupils, but let them speak as they wish. Assign sides at first, but as the pupils study the question, if they change their minds, let them change sides, and even if there should be three on one side to one on the other it is better than to inculcate dishonesty in the children's minds. Not only should the language of the debater be criticised, but he should be held down strictly to facts, and not be allowed to make wild and unauthorized statements that are so common in many debating societies."

* *

The school teacher as well as the preacher should always be as near possible an example of scholarship, patriotism, manners, and all the other ethical qualities that are required to be taught. The following story from the Boston *Transcript* will illustrate the point:

In a school in Boston not far above the primary grade, the teacher was one day reading a story the subject of which was borrowing. She supplemented the reading with some remarks of her own, which she closed with this parting admonition:

"Above all things, children, when you have occasion to borrow, never forget to return the borrowed article. Do not put the person who was kind enough to accomodate you to the trouble of sending for it."

"While she was still speaking, a knock was heard at the door.

"Come in," said the teacher, as soon as she had finished her sentence. A pupil from another department entered, and stood waiting.

"Well, what is it, please?" said the teacher.

"Miss Blank says," the visitor called out, in a voice loud enough to be heard all over the room, "will you be kind enough to send back her blotting pad which you borrowed the other day?"

* *

Teachers' Meetings Superintendent A. M. Phalin of Contra Costa County has originated a new plan of teachers' meetings. He invites in March of each year all the teachers to meet together and discuss promotions, questions for examinations, the course of study, the good of the schools, the advancement of the pupils. The teachers respond to his invitation and the meetings have been of great benefit. It is claimed by many teachers that the day thus spent is more profitable than the week of the county institute. The discussions are less formal, the questions more practical, and the results immediate. Mr Phalin is an experienced teacher, a man who has devoted forty years of his life in the class of schools that he now supervises. As Superintendent of Contra Costa schools he has made a record for sound views and practical school work.

* *

S. T. Gillian, in the *Western Teacher*, has given place to caustic criticism on the inspirational institute.

* *

Henry Sabin, who made a national reputation as Supt. of Schools of Iowa, has started a teachers' agency.

What Was It?

Guess what he had in his pocket.
Marbles and tops and worn-out toys,
Such as always belong to boys,
An old jew's-harp and a rubber ball?
Not at all.

What did he have in his pocket?
A soap-bubble pipe and a rusty screw,
A piece of watch-key broken in two,
A fish-hook in a tangle of string?
No such thing.

What did he have in his pocket?
Gingerbread crumbs, a whistle he'd made,
Buttons, a knife with a broken blade,
A nail or two and a piece of gum?
Neither one.

What did he have in his pocket?
Before he knew, it slyly crept
Under the treasures carefully kept,
And away they all of them quickly stole.
'Twas a hole.

—*Sel.*

Reflection

BY ALICE WELLINGTON ROLLINS

"Come and see the flag, mamma, here in the lake!
Red, white and blue—the stars and stripes and all,"
I bend to see the bright reflection fall
Where the clear waves the mirrored picture take.

"Of course it's not a real flag down there, thru,"
My little son explains with careful sense
Of truth exact; then adds with tone intense,
"But somewhere there must be a flag, you know,

Or else this wouldn't be there." Then he lifts
With intuition quick his eager eyes
To where the real flag floats in the summer skies,
While on the lake its mirrored semblance drifts.

So when philosophers with subtle art,
Debate, deny, demand "Why is it so?"
I answer with my child's "Somewhere, you know,
Must be the truth reflected in my heart."

—"*Little Page Fern.*"

A song for the teacher and pupils to sing as a greeting:

Good morning to all;
Good morning, dear children;
Good morning to all.

'Tis love brings us here;
Good morning, dear children,
'Tis love brings us here.

Thru all the long day,
At work or at play,
Oh, let us remember,
'Tis love brings us here.

The very idea of the power and right of the people to establish government presupposes the duty of every individual to obey the established government.—*Washington.*

In a free and republican government, you cannot restrain the voice of the multitude. Every man will speak as he thinks—or, more properly, without thinking—and consequently will judge of effects without attending to their causes.—*Washington.*

Playing Keeps.

This story may illustrate a moral in view of the controversy at Niles, Cal.

It was in the early spring, and every boy was supplied with marbles. For some reason, boys become wild over marbles only in spring-time. It was so with John Dove. He had over thirty marbles in his pocket one day in April. Ten days later he had none.

"Please buy me more marbles," he said to his father.

"More marbles!" exclaimed his father. "I thought you had a pocketful of them a few days ago; what has become of them?"

"I lost every one of them," answered John.

"Hunt for them, then. If I should buy as many more you would lose them," was his father's reply, not knowing what John meant by "lost."

"I don't mean that I lost them in that way," added John. "I lost them playing keep."

"Playing keep! What is that?' asked Mr. Dove.

"Well, you know how boys play marbles, papa. That is the way we play, only the boy who wins takes all the marbles, and the boy who gets beat loses his. I lost every one of mine in that way."

"You surprise me, John, I never thought my boy would gamble with marbles." Mr. Dove said this with much feeling, for he meant what he said.

"Why, papa, it is not gambling to play marbles. I would not gamble for anything."

John meant what he said just as much as his father did. He was a good boy, and did not stop to think that "playing keep" was gambling.

"Look here, my son," continued Mr. Dove. "Suppose that you had a pocket full of *cents* instead of marbles, and you put up ten of them in play, and the boy who beat got them; is not that just what gamblers do?"

John looked up with surprise, it was a new idea to him: but he said nothing because he was thinking. His father added:

"See here, my dear boy, to gamble is not what you gain or lose; it is the act of putting up what you gain or lose. You can gamble with apples, nuts or sticks of candy. You do just what gamblers do when you stake marbles or nuts only they use money instead of these. Do you see it now, John?"

"Yes, father, I see it now. I never thought of it before. I will not play "keep" any more if you will buy more marbles for me."

Description of the "Best Teacher" by pupils.

She could stand some fun.
She had no pets.
The children feel as if she was one of them.
The principal reason I liked her for was because she liked me and showed it once in a while.
She always wanted me to be thoughtful.
Her actions helped me to do better.
If you did not get your lessons, she was so sorry that it made you ashamed.
She took a great deal of interest in us.
Put us on our honor.
Her manner seemed to give me an inspiration to work.
She never punished the pupils because she didn't feel good.
Never flew off the handle.
Does not scold us one time, and then be awful good for a while.
Always meant what she said.
Always thought before she spoke.
Always got our attention.
She don't feel satisfied when her pupils don't have a good lesson
She was interested in her pupils' habits and reading.
By making things pleasant, so I felt like working.

INTERESTING STUDY OF THE IRIS

By Katherine M. Ball.

heralds of the infinite and proclaim your messages of promise."

How emphatically the beauty of the world in which we live is born in upon us, during this spring season when Dame Nature has newly colored all her various creations; when the air is fresh and clear, the sky is true and blue, and the grass is tender and new.

One has but to come in contact with the country, to feel this freshness, to see this beauty; and to partake of and be at-one-ment with the prevailing joyousness of the season.

What a source of satisfaction it is then to live—especially when in full realization of all there is, appreciating and enjoying every part of it. The tolerance of existence with its questioning motive takes wings at the sight of baby blossoms that so appealingly lift their gentle heads above the unfolding blades of grass, and tell us again the ever told story of eternal life.

All the various manifestations of nature, are to the thoughtful, but the characters by which she expresses herself. As we are wont to say of an art product--there are two things to be considered, the conception and the artistic treatment; so in nature's creations, the thought to be conveyed, the story to be told, the lesson to be taught, is the primary motive, while the rendering--the things employed for this expression—the beautiful forms and the charming combinations of color, are but the means by which she allures and entices us to a serious study of her works.

And what are the various stories that different flowers tell us? Nature's language is not always clear. She is expert in concealing and reveals only to those who seek diligently and earnestly.

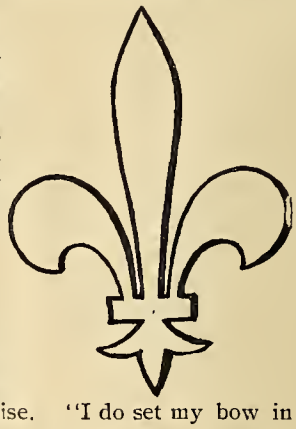
What are the different sensations that each one inspires in us? For example, the golden-rod or daisy, the poppy or baby-blue-eye, the wild-rose or forget-me-not, the columbine or gentian, or the lilly-of-the-valley or the pansy? And tho we think so lovingly of all of them, the sentiments which the mere mention of their names awakens in us, are as different as the flowers themselves.

Flowers are interesting from several points of view,—from the beauty of their shapes and colors, from the sweetness of their odors, from the spiritual thought they unfold, and from their historical association.

What important part did the lotus—that goddess of plenty whose coming prophesied that none should hunger—play in old Egypt!

How its deification and general use as a symbolical decorative motive have nfluenced the art of all succeeding generations!

Then in comparison with this ancient lily of the rivers, we may revert to the more modern, our own lily of the fields, the iris, whose masses of dark foliage, at this season, stand in strong relief against young grass, and whose graceful, shapely heads tend toward the sunlight proclaiming their messages of promise to mankind.



Iris is a word of Greek origin, meaning rainbow, and according to the prevailing custom of the ancients to personify the various expressions of nature, the rainbow represented a goddess whose mission was to bring messages from the gods to mortals. We are told that she vied with Mercury in the rapidity of her flight, and that no one would have known she had passed but for the brilliant trail she left behind her in the sky.

"Like fiery clouds, that flush with ruddy glare,
Or Iris, gliding thru the purple air;
When loosely girt her dazzling mantle flows,
And 'gainst the sun in arching colors glows."

It is interesting to see how different people in different times have given almost the same interpretation to this heavenly sign. As in Greek mythology it represented a celestial messenger, so in Norse mythology it is described as a bridge by which all heroes ascended into heaven, and in German folk-lore as the road by which the righteous are led to paradise. In the book of Genesis we find it spoken of as a bow of promise. "I do set my bow in the clouds and it shall be a token of covenant between me and the earth."

The name iris was doubtless given to the flower not only because of its radiant color, but because of it aspiring tendency, in which it must have conveyed the corresponding thought of the rainbow.

One of the most interesting historical associations connected with this flower is that of the fleur-de-lis, which by some writers is thought to be a conventionalization of the iris, tho this is a disputed point. Some claim that it is derived from the lance-head, while

others feel that it is a lotus derivative, being one of those trefoil patterns that are a traditional inheritance from classical antiquity.

Trefoils derived from the lotos.

Whatever its origin, the fleur-de-lis appears as the symbol of sovereignty and as such it is seen on scepters and crowns, on the heads-dress of the Egyptian sphinx, and on the imperial garments of Greece, Rome and Germany.

It is best known as the heraldic emblem of the royal family of France in the twelfth century. Louis VII appears to be the first to have used it in his seal.

Whether the fleur-de-lis is a conventionalization of a natural flower, or one of those departures from nature so common in historic manner that are the result of unlimited, modified copying, it comes to us an inheritance from the past, and one of the most beautiful examples of a perfected ornament. It was most generally used during the Gothic period and for this reason it is spoken of as Gothic.

While France, Germany and Italy individually modified it according to their different standards, the Florentine example is considered the most beautiful. Here we find a symmetry and proportion of parts, and a flow of subtly curved lines that make it one of the most complete of decorative motives.

An ornament of history that has withstood the test of centuries of time, is well worthy our thought and consideration, and while we teachers are making so great an effort to create a taste for good things on the part of the children in our care, let us supplement the good work that is being done in literature by adding kindred matter from nature and from art.

This is the season for the iris. Let the children study it; teach them to see its beauty of form and color; let them draw it, paint it and apply their efforts to decorative purposes. Teach them its historical associations. Give them good examples of the fleur-de-lis to study in a similar manner, so that it may become a part of their mental property. Then finding it in any of the various forms of decoration, from architecture to jewelry, they will recognize and enjoy it, and meet it as an old friend much after the manner of finding a familiar quotation in some literary product.

How Shall I Spend My Vacation?

This is a question that is now interesting a large number of teachers. It is, also, a very important question to most of them. All who work from eight to ten months in the school-room, putting their lives into their work as they must if they succeed, have and *need* a few months for (re creation) recreation.

There is no more exhausting work, exhausting to both body and brain, than teaching. Good teachers are constantly giving off the best that is in them, thus trying to build up the best in their eight or ten hours that the honest teacher gives to his pupils. The school work will, in most cases, at the end of every term leave him "run down" physically, and needing recuperation, mentally. A strong physical development and a vigorous will may enable him to keep up for a time, but sooner or later he will recognize the fact that nature is a good book-keeper, and that he cannot overdraw his account with impunity.

A case in point. A young man to whom I had the pleasure of giving a well-earned diploma came back to the Normal School at the end of three years and boasted that he had taught thirty-nine months, since he left school. This was possible. As school months are only twenty days.

Neglecting some earnest words of caution, for I had once made a similar mistake, he started in on his fourth year, and before a half of the year had passed we buried him. He had not recognized that the command "Thou shalt do no murder" applied to suicide quite as strongly as to any other kind of murder. Nor is this an isolated example. Scores of similar mistakes, with inevitable penalties attached, are being constantly committed.

Circumstances often determine how some of one's vacation is spent. There are home-visits, or other social duties to be attended to; and these should be restful. This, however, is not enough, Rest is not always recreation. Far from it. What is needed is a stimulus in other directions. The various summer schools, which are now so abundant, are to be earnestly recommended to those who feel they need the work (and who does not feel this?), but a month of this work is enough.

It is well to "improve the mind." but the body has its claims and these are quite as imperative. Therefore, there should be a month given to an "outing"—a genuine outing, where all mental work is incidental, the body taking first place. And what a generous country California is for such outings! During our long vacation, always charming weather, with the ocean calling those who "love the deep blue sea" on one side, and the Coast Range or the Sierras, those who sing "to the hills, to the hills away," on the other.

The State is full of summer resorts. One can select from scores, yes, hundreds of places, most of them making such reasonable rates that they come within the reach even of one who has to eke out a meager rural school salary to meet the expenses of the year. As a further material aid in this regard, most of the transportation companies issue reduced rate excursion tickets to most of these resorts, good for thirty days or more.

Lake Tahoe, in the Sierras has become a favorite resort for the teaching fraternity. Here there is a happy blending of the sea and the hills, in one of the most healthful and invigorating climates in the world. Nature is here unfolded in a multitude of forms and the observant teacher can hardly fail, incidentally as I have said, to gather up a store of nature, knowledge that will enable him to give nature studies with new vigor and new intelligence. The shores of the lake are lined with resorts, and if one wants utter wilderess a ride of six or seven miles to Glen Alpine will more than satisfy him.

A trip to Mt. Shasta where you may be tempted to try your nerve and muscle by making the ascent, is something long to be remembered. The snow-clad summit of the glorious old mountain will feast your eyes and cool your frame during the hot months of June, July or August. You will find yourself surrounded with a wonderful flora, from which you can make an elegant collection for after use.

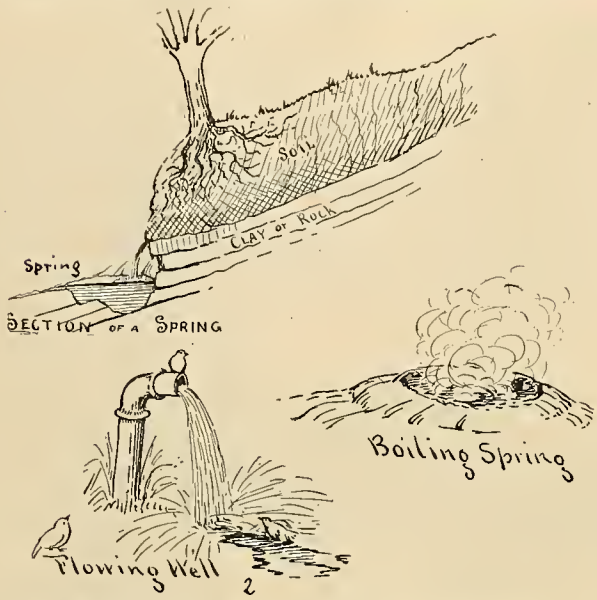
Here too, is water. The Sacramento, a wild, clear, rushing stream, and the McCloud, fed at one point from the melting snows of the mountain by a spring which of itself is a respectable river. If you are a fisherman, either stream will afford you excellent sport; if a hunter, game is everywhere abundant. In short, there is something to interest the mind and incite the body to activity, whichever way you turn. You can hardly spend even a week there without knowing mountain and river, trees and ferns, rocks and flowers better than you ever did before.

But the purpose of this article is not to advertise any special locality. I have referred to Tahoe and Shasta because for several years my pilgrimages to these places was productive of such wonderfully beneficial results both to body and mind. What I wanted to say is: Go somewhere. Do justice to yourself by keeping in working order. Commune with Nature and learn from her and be assured this work-a-day world will be all the brighter to you for the coming year, and you will want to

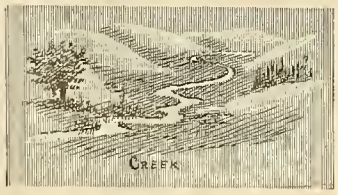
"Come and look again,
That you may call it up when far away."

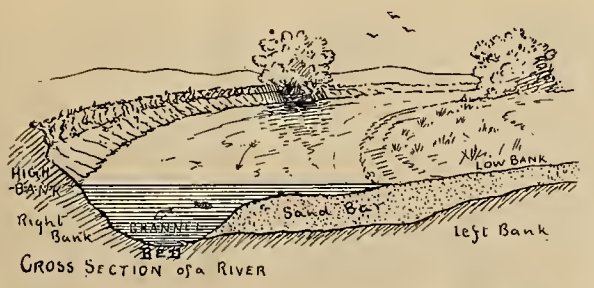
All About a River.

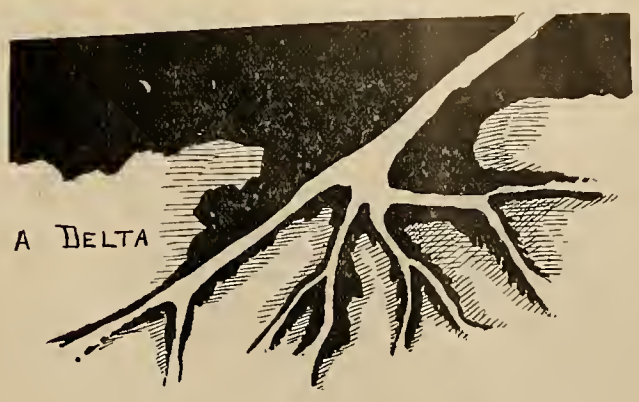
By D. R. AUGSBURG.

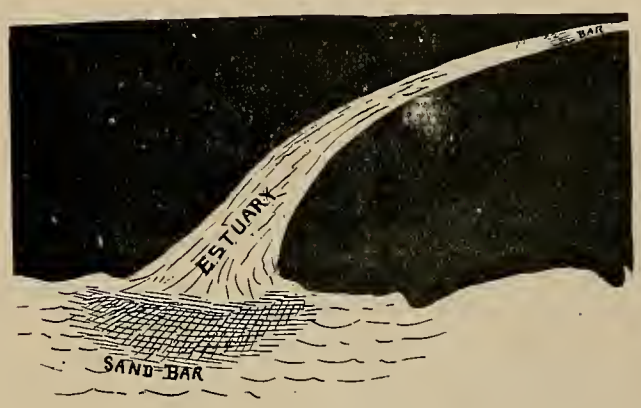


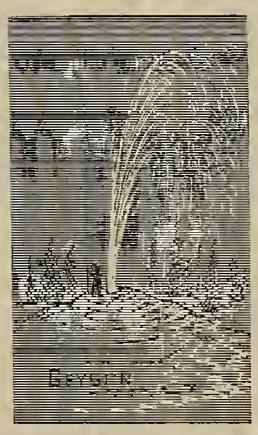
Water falling on the surface of the ground gradually percolates down through the soil until it meets an impervious layer of clay or rock. Following this layer, it emerges at the foot of a hill as a spring. Sometimes the water does not find an outlet and collects in a basin or between impervious stratas of rock. Then by boring down to the water, artesian or flowing wells are formed. Often the water, as it finds its way down through the ground, comes in contact with heated rock and this gives rise to boiling springs and geysers Water flowing from a spring forms a rivulet or rill. Several rills uniting form a brook. Often one large spring is the source of a brook. Brooks uniting form a creek which by the addition of other creeks, brooks, rivulsts and rills soon become large enough to call a river. Sometimes a stream is the outlet of a lake; if large, it is called a river; if small, a creek, and both may be called an outlet. The rivulets, rills, brooks, creeks and rivers unite and form a large river. All together are called a river system. The small rivers and creeks are called branches or tributaries. The land that the river drains is called a river basin or valley. The valley slopes toward the river and is lowest where the river leaves the valley. When the water of a stream flows down over rocks it forms rapids. If small and over steep they are called a cascade. When the water of a river flows over a precipice it is called a water fall or cataract. When the shore of a river rises abruptly from the water's edge it is called a low bank. The bottom of a river is called its bed. The channel is the deepest part of the river. Sand accumulating on the bed of a river is called a sand bar. Sand bars often extend entirely across a river. Fords ars usually on sand bars. When the rocky shores of a river rise abruptly to some height they are called bluffs. A low bank rising scracely above surface of the river on which water remains is called a low or swampy shore. Rocks or accumulation rising to or near the surface is called a shoal. A rapid flowing river usually flows between high rocky banks. The river is usually narrower where it is swift, and broad where the current is slow. Islands are often found in rivers. When a river empties into a large body of water through several or many mouths it is called a delta. Most rivers that are not exposed to the action of the ocean tides empty their waters through deltas. When the mouth of the river is exposed to the action of tides on delta is formed but instead the mouth is single and funnel shaped, and is called an estuary and another bar as far up the river as the tide extends.











The Minneapolis papers print the following as the minimum and maximum salaries of grade teachers in various cities:---

	Minimum.	Maximum.
Minneapolis	$400 00	$800.00
Chicago	500.00	825 00
San Francisco	600.00	996.00
Los Angeles	700.00	775.00
San Diego	700.00	750 00
Oakland	840.00	900.00
Boston	552.00	936,00
New York	603.00	1,116.00

* *

It is not always general principles that pupils remember, and sometimes not even foundation principles. A teacher in describing the battle of Gettysburg to a class of boys impressed them with the importance of the battle, its plan, purpose, etc., but each one remembered most vividly the story of the brave cavalry leader whose horse had his tail shot off by a cannon ball. Just as Aubrey de Vere, the Irish poet, remembered his tutor's words: "There are three letters of the alphabet of more importance than all the others, namely, N, R, G," and energy is a great element in success.

A republican government is in a hundred points weaker than one that is autocratic; but in this one point it is the strongest that ever existed—it has educated a race of men that are men.—*H. W. Beecher.*

Patron to Ah Sing, who is trying to make him understand a word—"Spell it for me, then I shall know."

Ah Sing, after scratching the side of his head, "Ah no can spell 'um in daytime; I go night school."

Talks About Water

By Chas. H. Allen

Of all the things with which you are acquainted water and air are, in some respects, most peculiar. Let us look at one of these, water, and see what we now know, and what we can learn about it.

As water is seen and used by everyone a great number of times a day, a great deal is known about it, even by children. It is possible, however, to know much more, and such knowledge will be useful. I shall tell you some things that you already know, and many other things that will seem strange to most of you, but I shall try to tell you only the truth.

First, you know that water is very abundant. It covers, to a depth of from a few inches to more than five miles, almost three-fourths of the entire surface of the earth. This water-covering you know as oceans, seas, lakes, ponds, marshes and rivers.

Besides the water on the surface of the earth, there are large reservoirs, and large streams of water beneath the surface. These underground, or subterranean waters are usually quite near the surface, few of them being down more than one or two thousand feet. When wells are dug or bored it is with the hope of striking some of these waters, so as to bring them to the surface.

In California there are a great many artesian wells, wells that when the stream or reservoir is struck, overflow. These wells are very valuable, not only for household use, but for stock and for irrigation.

Then there is an immense quantity of water above the earth's surface, held in its position by the air. You have, probably, little idea of how much water is thus held. Even when there are no clouds visible the air contains much water. When the air is cooled it usually deposits some of its moisture on whatever it comes in contact with.

You have often seen great drops of water on the outside of an ice pitcher, or a vessel of cold water. The dew that is so often deposited at night all comes from the cooling of the air.

If you wish to understand something of how much water is held in the air, some of the older pupils can figure out how many gallons, barrels or hogsheads of water fall upon an acre during a storm in which an inch of rain falls.

Some time I may tell you more about this water in the air, and about the effect of heating or cooling the air; but now I have other things to tell you.

Of all animal life more than sixty per cent. is water. That is, if you weigh one hundred pounds, and it were possible to take all the moisture out of your body, it would then weigh less than forty pounds.

Water makes up a large part of all vegetable life. You all know something about the sap in trees and plants, but the amount of water that a large, growing tree takes up from the earth, and gives to the air every day, would greatly astonish you.

If all the moisture were taken out of a sack of potatoes weighing a hundred pounds, less than twenty-two pounds would remain, and potatoes are pretty dry and mealy when well cooked.

Many of the vegetables and grains that we call dry, contain considerable moisture. The sweet, luscious core of a watermelon ia about ninety-eight per cent. water. So yon see water is abundant even where we hardly think of it as water.

There are some stranger things still. If you should take a lump of freshly burned lime, weighing say, three pounds, you could pour upon it, or better sprinkle upon it, more than a pound of water, and when you had done, it would be as dry as dust And it would now be fine and white, altho grayish and hard when you began. Weigh it now and it will weigh four pounds. *The water has become a part of the lime!*

Two things in this experiment you should notice and remember. First, the lime during the process, which is called slacking, becomes very warm, or as we commonly say, hot; so hot that it would easily set wood on fire. Second, the water, which was a *liquid*, becomes a *solid*; that is, becomes a part of the lime. We shall want to use these two facts again, by and by, when we speak of some other things.

Now, as this dry lime contains more than a pound of water, more than one-fourth its weight, you can easily understand that many other earths and rocks can and do contain water, making it still more abundant.

If we add, then, to the water upon the surface of the earth the water under the earth, the water above the earth, in the air, the water in animal and vegetable life, and the water in earths and rocks, we shall begin to understand how plentiful water really is.

Water exists in three forms: as stream, a fluid, as water, a liquid, and as ice. Which of these forms it takes is a matter of heat and cold, or temperature. Temperature is measured by a little instrument called a thermometer-heat-measurer. Most of you have seen a thermometer, and know that it measures heat by degrees. You should have one in your school room.

In the thermometer most commonly in use the point where water freezes is marked (32°) thirty-two degrees, and where it boils is marked 212°.

When water is cooled to 32°, or lower, it gradually becomes ice. When ice is warmed, or when the temperature is above 32°, it begins to melt. This freezing and melting are very curious things. I must tell you about them later.

After the ice is melted, if the heat is increased to 212°, the water boils, and, somewhat slowly, passes off as steam. If the boiling is continued long enough, it all passes off, and the vessel becomes dry. Water will not boil so long as there is ever so small a piece of ice in it.

Steam is invisible, that is, cannot be seen, until it is partly cooled. Carefully observe the nose of a tea-kettle when the water is boiling. For an inch or so what comes out looks almost perfectly clear (transparent). As it cools it has a whitish look. What we see, then, and commonly called steam, is partially cooled steam, or steam becoming again water.

Put the bulb of a thermometer close to the nose of the kettle and it will mark 212°, a little further off it will mark a few degrees lower. Put it into ice water and it will mark 32°. Some one has said that "ice is water when it has fallen asleep."

Freezing and boiling are very interesting subjects, and perhaps at some other time, I may tell you much more about them.

Although water is so very abundant, in its several forms, it is rarely found pure. Even rain water, which it would seem should be pure, is not so, as in its passage through the air it washes out, or takes up some other things. Snow does not take up so much, and water from melted snow is much more nearly pure than is rain water.

Water dissolves many things readily. You have seen sugar and salt, and perhaps some other things dissolved in water. The water in wells is not pure, it has dissolved some portion of the rocks and earths thru which it has passed.

When it has taken up lime, or certain other things, we call it "hard" water, which is not very pleasant to wash in. In places where lime rocks abound, nearly all the water from wells and springs is hard.

If steam is allowed to go into a vessel that is kept cool the steam is cooled (condensed) and becomes water. This is very nearly or quite pure water, and is called distilled water.

This water is used by druggists in making up their prescriptions.

Two experiments for you to make, and that will end this talk. Put into a pint of water a small lump, or a tablespoonful of lime. Shake or stir it up well, and let it settle a few days. When it is perfectly clear carefully turn off a little of the water, which is now lime-water, into a glass or a bottle.

Now take a small tube, or straw will do, and force your breath thru the water. Continue this some time and note the changes.

Take some water that has just been boiled, cover it up and set it away until it is cool. Now take some water from the same source, that has not been boiled, and taste the two by taking a drink from each. Note the difference in the taste.

In the next talk you will find something about these experiments.

Waiter—"Why don't you ever order rabbit?"
Rev. C. O. D—"Too much hair in it."

Teacher—"Why should we keep Washington's Birthday more than mine?" "'Cos he never told a lie."

Ethel—"Wonder why Good Friday is called Good Friday?"
Freddy—"Why, you s'prise me—it's named after Robinson Crusoe's faithful servant, of course."

Teacher—"Of course, you understand the difference between liking and loving?"
"Pupil—"Yes, marm; I like my father and mother, but I love pie."

EDUCATING CHILDREN BY PICTURES.

Under the above caption, there appeared an article in the San Francisco *Call* on the 13th of February. When read by teachers or other well thinking people, it can but awake an interest, curiosity, to say the least, to know something of the system so briefly alluded to in the *Call's* article. The book alluded to in the article but without name, is "Silent Life, or the Story of an Alias." While not yet published, and while not known to the public, it has not remained unknown to some of the best thinkers in the profession. Mr. G. L. Faust, the author, was a teacher, but for years past has been a lawyer, being now about fifty-five years of age.

During the time in which he has been at the bar, he has been unable to withhold his mind from the class-room and the work of the teacher. Years ago, he became convinced that by the present system of education, much time was lost, much comparatively useless effort exerted in vain, and much wearisome attention to books and class-work exacted of children who were burdened rather than strengthened by the so-called "discipline." This conviction very naturally led him into a careful study of the problem. From his analysis, he has reached the conclusion announced in his book in which, after discovering a little waif in the slums of a great city, endowed with an intellectual inheritance far beyond the mediocre, and after a careful study of his environments when discovered, he has him adotped by a lady of wealth, refinement, and culture, with whom he goes to inspect the work of a new school which has been growing very rapidly in popular favor. On this trip of inspection the lady, who was the mother of a bright little girl about the age of the adopted boy, took the children with her. As a result of this inspection, the children were sent to and educated in the school ; and as products of this school, their subsequent lives are watched and studied with great care. But, what of the school?

"*The Concentrativists*," for want of a better, is the term by which the author designates the apostles and promoters of the school ; and the leading thought pursued thruout is to so seat and interest the child during hours of study as to secure his fixed attention upon one thing to the exclusion of all else ; and to so surround him during hours of recreation as to arouse and maintain a lively interest in his environments—an interest which is beyond estimate, because, in trend, it is continuous with and supplementary to that of the class-room.

The class-room is so arranged as to provide every child a small compartment so enclosed that each is shut in from the view of his class-mates, tho readily seen by the teacher. In this compartment is a desk so adjustable as to enforce an upright tho comfortable position. In front of the desk is a lens for the study of pictures which the teacher places there for that purpose. The pictures are at first very simple, the first representing five or six animals with as many words, the next two animals and two birds with corresponding words and so on to the more complex. The pictures are left before the child no longer than is necessary for him to name and describe the objects represented. This he does, however, after the picture is withdrawn, when he also recalls the words accompanying each picture. Not only does he recall the picture, the objects pictured, and the words, but after so doing, he is expected to tell what is suggested to his mind by the picture or any portion of it. Thus shut in by himself, the world, even class-mates and teachers, removed from view, with no distracting influences whatever, he gives himself exclusively to the one subject alone which may command his attention ; and then, when his study of that is for the time completed, the result is determined by the teacher and the development noted.

From department or grade the child passes, being secluded from the observation or presence of his class-mates until he reaches the fourth department, where he is left to do his work in the presence of others. He is kept entirely to himself while at study during the first three steps, that he may learn and acquire the power of concentration. Then when he has acquired this, he is brought more and more, tho gradually, into conflict with distracting influences where his power of concentration depends not upon his seclusion, but upon the will which he has ever been taught to exert. These distracting influences are increased in number and intensity until students shall have acquired the ability to enter upon a discussion and undisturbed follow the line of thought, even tho there be but one listener out of a hundred, and tho all others present are talking at the same time and in voices as audible as his own.

The school room is without text-books, but, connected with each department so advanced as to justify its use, is a library consisting of books which relate directly to the work done by the classes and adapted to their advancement. To this library, the students go in search of such information as is not brought out in the class-work.

Whatever may be thought of the indoor work, there is one feature which, as being desirable, must commend itself to all. Connected with every department, is a park whose appointments are such as to supplement by living exemplification the subjects of the class-room. Here, children go for recreation, and here, face to face with Nature, they study the living reality which they have had pictured thru lens and described in library. And here, too, wisely drrected conversation prompts and aids and animates investigation.

The class-room, with its enclosed compartments, its seemingly solitary teacher, and its impressive stillness in the primary grades, is unique; the adjustable desk and lens are novel; and the absence of text-books is striking. But with advancing grades, the library and the laboratories appear; and these are supplemented by the wisely provided botany, fauna, and geology of the parks; and the almost, if not quite, oppressive silence of the class-room envolves into the animated recitation where a community of thought pervades the class, and finally into that simultaneous conversation of a hundred students which to the casual ear, sounds like the noisy babble of the street.

Such, in brief, is the system which Mr. Faust, after years of careful study and labor has evolved, and that from the stand-point of a patron and a parent. As a product of this system, he expects to send out the student, individually educated to think for himself, disciplined to concentrate his thought whether in the solitude of the cloister or amidst the distracting noise of the excited mob, to express that thought clearly in well chosen and impressive phrase, and to know himself, his neighbor, and his God.

As already stated, the author, to give his theory the form of life, has taken "Little Jim" the waif, from the slums and Helen from a home of culture with their prenatal or hereditary traits of character, into the school of The Concentrativists where he has them educated; and then, he follows them as they go out into the world to solve the problem of life.

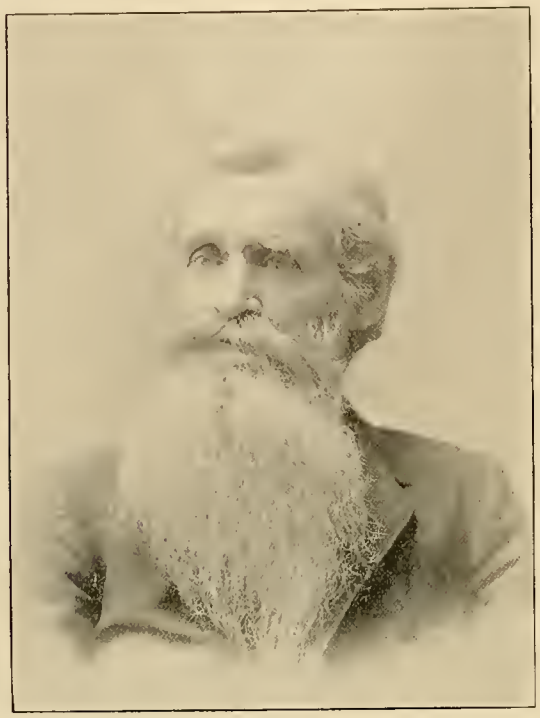
The book is being revised and rewritten and made ready for the printer. From pedagogical and psychological points of view; it will be assailed, and it will be defended. As a literary production, it will charm, and it will be condemned. However, if it has the merit, claimed by its author and publishers, it must endure.

The character, the heart, the sympathy of the teacher count for more than the fact that he has a degree or is as wise as Solomon.—*Oregon Teachers' Monthly.*

Error may be dull if it chooses ; but there is no artistic blasphemy equal to so placing the harp of truth as to make it sound harsh and wooden when you strike it fairly.—*Josiah Royce, in the "Spirit of Modern Philosophy."*

SCHOOL DEPARTMENT.

EDITED BY C. H. ALLEN.



CHAS. H. ALLEN,

Editor of the School Department of the Official Journal. Hundreds of Graduates and Teachers of the State will recognize the above portrait.

In this department, it is the purpose to present in an interesting way, topics that shall contain useful information and of such a nature that teachers in our schools, especially the rural schools, will feel like having them read either in the school or by the school every month. The management of the journal fully appreciate the fact that most of the money for its support comes from the school fund and that there should therefore be a continued effort exerted to make it worth to the schools far more than its cost.

The fact is also realized that but a small per cent. of the children, particularly in the rural schools, will ever have the opportunity of a high school, much less university education. The articles written and the selections made in this department will be chiefly designed for those who, when they leave the grammar school, expect to receive no further school training.

If something can here be done to give them more general intelligence to guide them in their after reading, to enable them to read more understandingly, to stimulate them to study the world around them and aid them even a little in such study, one of the ends aimed at will be accomplished. There are other things in mind but these may be spoken of later.

Suggestions as to topics to be presented, the manner of presentation, even articles upon such topics will be thankfully received and if found valuable, used. The privilege of saying something that will be useful to two or three hundred thousand children, something that will make them wiser or better is a privilege that any right-hearted teacher should prize. The field is very wide. The world is full of things about which children both need and wish to know more then they can learn from the ordinary grammar school text book. May we not expect aid from many of you?

Laurence Coster, the Discoverer of Type Printing

(*From Towle's Heroes and Martyrs of Inventions.*)

In Holland, there is a very ancient town called Haarlem. It is a drowsy, humdrum old place, with quaint houses of many gables, and irregular grass-grown streets, and long reaches of straight, stagnant canals. Some of the streets are so narrow that you can shake hands with a passer-by on the opposite sidewalk and in some places the upper stories project so far over the lower that two people in opposite houses can easily converse with each other.

On one of these streets stands, a house which seems even older than most its neighbors. It looks as if it were toppling over and might fall down over the rough side walk any windy day. Its windows are full of tiny, dust-covered panes and its single upper story so projects as to form a shelter and shade over the doorway. This old house is pointed to strangers who go to Haarlem to see the curiosities of the venerable town as one of especial interest. It is said to be at least six or seven centuries old. But the reason why it is especially worth seeing is that once upon a time, long, long ago, there dwelt in it a man ot whom the sedate people of Haarlem are still very proud. His name was Laurence Coster. He was the warden of the little church which stood not far from his modest dwelling and passed his time between his not very heavy duties at the church and in the midst of his family at home.

Among other tastes Laurence Coster was very fond of reading. He lived, indeed, five hundred years ago; and at that period, it need not be said, there were no printed books such as we have now. The only books which then existed were those written on parchment and vellum and this was done mainly by the monks in their quiet monasteries. It followed that these written books were very rare and expensive. They were not to be found in the homes of the people. Even a great and rich lord could afford to have only a very few of them They were as much of a luxury in a rich household as a picutre by a famous artist is now.

Of course, as books were so scarce and expensive, very few of the common people ever learned how to read. But Laurence Coster was an exception to this rule. He had always been a great student, fond of learning and preferring solitude to the society of those around him. In the little church of which he was warden there were a few of the monks' manuscript volumes; and these, as we may well believe, Coster had read over and over until he must have well nigh known them by heart.

Thus Coster lived on to middle age and then to old age in a quiet, humdrum, studious existence. He now found his little home peopled with quite a famiiy. His son had married and lived with him in the old house and three or four rosy grandchildren delighted Coster's declining years. To give pleasure to these grandchildren, and to teach them what he himself knew, became the joy of his old age.

Old Coster was very fond of strolling by himself in the outskirts of the quiet town. Sometimes, attired in his short, seedy cloak and a hat which was shaped like a sugar-loaf and had a broad, flapping brim, he would saunter along the banks of the slow, little river Spaaren, which wound beyond the town. But his favorite haunt was a dense grove which stood a mile or two beyond the limits of Haarlem and which was little resorted to by any one except himself.

This grove had for many a year been a retreat to which Coster had loved to resort. When he had been a young man, full of sentiment and romantic notions, he had gone out to it to dream of the fair maid of his love. Even now, in old age, he could find on one of the trees the letters which formed the initals of her name, which he had once fondly carved there when in a sentimental mood.

In a different way this habit of carving letters in the bark of the trees still seemed to delight him. When of a languid summer afternoon he stretched himself out on the short soft moss beneath

a beech tree, he would almost unconsciously tear off some of the bark and begin to fashion letters from it with his wife. One day it occurred to him not only to carve the letters but to cut them out, put them in his pocket and carry them home. He thought that it would be the easiest possible way to teach his little grandchildren their alphabet and so in time enable them to read if he showed them the letters in the form of playthings.

After a while this became a regular custom with him. He was delighted to see that the letters of bark greatly amused the children and that they very soon learned to tell one from another. Then the old man became more careful and more skilfull in carving the letters. He tried to fashion them as nicely and distinctly as possible and spent more hours than ever in the grove, absorbed in this pleasant occupation which was destined to make him famous.

One afternoon, Coster had been more than usually successful in cutting the letters out of bark. His old eyes twinkled to see how neatly he had made them. He happened to have an old piece of parchment with him and with this he carefully wrapped up the letters and carried them home in his pocket.

The children as usual were watching eagerly for their dearly loved old grandsire, and as he approached ran out to meet him and lead him by both hands into the house. They clapped their hands with glee when he took the piece of parchment from his pocket and unfolding it showed them a number of prettier letters than they had ever seen before. They at once took the letters and vied with each other in pronouncing them while the old man playfully corrected their mistakes. Meanwhile the old scrap of parchment had been thrown carelessly aside. But it happened that one of the little boys, tired for the moment of playing with the letters, picked up the parchment and unfolded it. Then he cried out in wonder: "Look, grandfather! see what the letters have done!"

Coster took the parchment from the boy to see what it meant. His eyes dilated as he gazed upon the parchment. There upon its surface the letters had left a clear imprint. To be sure the imprint represented the letters reversed but nevertheless they were there printed upon the parchment. It soon appeared that when Coster had carved the letters the bark had been moist with the sap of the tree and the sap had performed the service of ink.

Old Coster, tho a man in a humble sphere of life, was very far from being a dull one. His thoughtful, studious life enabled him to perceive that this printing of the bark letters on the parchment was really a great discovery. What if by thus having a series of letters and impressing them again and again upon parchment books might be multiplied and made cheap for all the world!

Laurence Coster now had a new occupation in life which absorbed all his hours and labors. By a mere accident, as it seemed, he had discovered the mighty art of printing with types. He went to the grove and cut more letters; and then using ink pressed them upon a piece of parchment. He reversed the letters and now they appeared properly placed upon the page. Then he formed words and printed them also in the same way. He next cut the letters no longer from the fragile bark but from the solid wood. He managed to invent a thicker, glutinous ink which would not blur the page when impressed on the parchment. Then he cut his letters out of lead and finally out of pewter.

When his ignorant and superstitious neighbors heard what he was doing, some of them declared that he was a madman while others darkly hinted that he was a sorcerer. After a while they annoyed him so much that he was forced to shut himself up and conceal his work from them; and so he went on month after month striving to bring about the realization of the great art of printing which he perceived to be possible.

One day while old Coster was thus busily at work a sturdy German youth with a knapsack slung across his back trudged into Haarlam. By some chance, this youth happened to hear how the churchwarden was at work upon a wild scheme to print books instead of writing them. With beating heart the young man repaired to Coster's house and made all haste to knock at the churchwarden's humble door. Who this youth was and what came of his visit to old coster will be told in our next.

They were two little children, and they were painting pictures in their school books. One youngster finished a cow in blue, and then remembered never to have seen a blue cow. "Never mind," encouragingly said the other, "we will say the cow is cold."

CARL H. NEILSON

Successor to E. W. Davis. Superintendent of Sonoma County Schools.

Superintendent Neilson has began active preparation for the next great meeting of the S. T. A. at Santa Rosa. The City of Roses has been anxious to secure the meeting of the California Association for the past ten years, but it was not until Mr. Neilson took hold of the matter with his splendid organizing abilities that Santa Rosa secured the prize. It is hoped that the teachers and the school trustees will appreciate his efforts by joining him in making the meeting at Santa Rosa the most notable in the history of the Association.

Mr. Neilson has a creditable record as an educator. He has taught for fifteen years in primary, grammar and high school and colleges, and served four terms as a member of the County Board of Education of Sonoma Co.

Memorable Dates—April

1—Wm. Harvey, born 1578.
Bismark born, 1815.
2—Jas. Monroe born, 1759.
U. S. Mint established in Philadelphia, 1792.
Hans Christian Andersen born, 1805.
3—Washington Irving born, 1783.
7—Wm. Wordsworth born, 1770.
12—Henry Clay born, 1777.
Lee surrendered to Grant, 1865.
13—Thos. Jefferson born, 1743.
15—John Lothrop Motley born, 1814.
19—Battle of Lexington, 1775.
" " Concord, 1775.
21—Froebel born, 1782.
Clarlotte Bronte born, 1816.
23—Wm. Shakespeare born, 1564.
Jas. Buchanan born, 1791.
Stephen A. Douglas born, 1813.
24—First newspaper published in U. S.—Boston News Letter, 1704.
25—Oliver Cromwell born, 1599.
Bank of England incorporated, 1694.
26—Alice Cary born, 1820.
27—Madame de Stael born, 1766.
Samuel F. B. Morse born, 1791.
Louis Kossuth born, 1802.
Ulysses S. Grant born, 1822.
29—Matthew Vassar born, 1792.
30—Washington inaugurated first president U. S., 1789.

A valuable lesson may be given by questioning pupils upon the persons and events above mentioned.

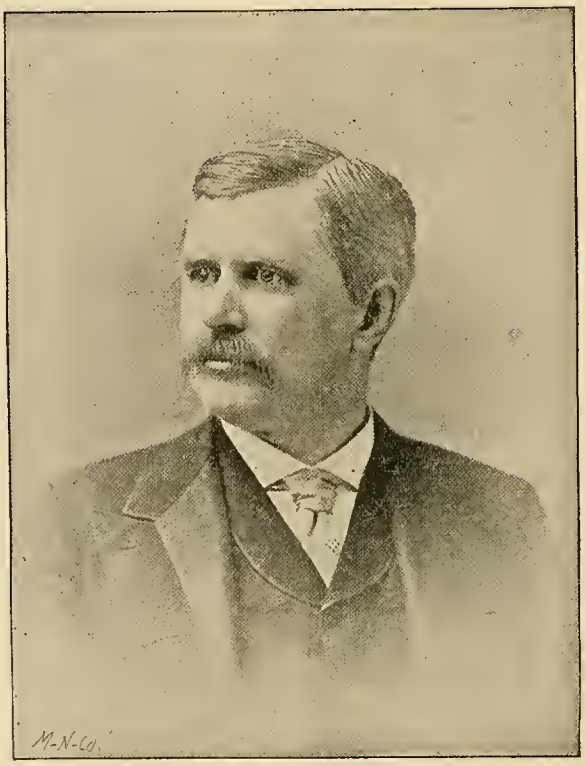
THE SPIRIT OF THE TEACHER.

BY ANDREW S. DRAPER—President University of Illinois.

[*The complete address of Dr. A. S. Draper as delivered by him in Metropolitan Temple, Thursday, December 30, 1897, before the C. T. A.*]

Governments are formed and maintained for personal safety and public security. All well ordered governments are institutional as well as constitutional. They are constitutional in that they rest upon and are bound together by written laws, and are concluded by the acts of the law-makers and the determinations of courts and officers; they are institutional in that the purity and culture, the strength and power, aims and purposes, of the national life are determined by the habits and customs, the circumstances and needs of the people; by their manner of living and power of endurance; by the plane upon which their thoughts move, as well as by its strength and direction; by the trend of their feelings; by the opportunities which they seek and the advantages which they create; by the ways in which and the purposes for which they associate together; by the organizations which they effect, the structures which they erect, the enterprises which they undertake and the works which they accomplish. These feature of the common life of the people give rise to the national institutions, and these make the national character. Constitutions are steel bands holding a people together from without; institutions are furnaces which melt their lives together and produce chemical affinity in their sentiments and feelings. Constitutions give form and lend strength to the national organization; institutions determine the quality and power of the national life.

In our confederated republic there is one institution which towers above all the rest. It is the institution of institutions. It is unique and characteristic. While other nations are now beginning to imitate some of its features, there is no other institution in the world with its purposes, its aspirations and its plan of organization. It is not created; it has grown It has been developed out of our experiences, and formed and shaped by our necessities. It has a distinguishing aim in view. It is not local, but general. It has all the means of the people behind it, and the authority of the sovereign power of the nation permeates its whole being and may be manifest in its every act. Open to all, free from intolerance, declaring the universal brotherhood of man, providing an equipment for any livelihood, pointing ambition to the grandest accomplishments, the great free-school system of the country is, with its 400,000 teachers, its 15,000.000 children, and costing $200,000 000 annually, at once the best exemplification and the best inspiration of American character. It is the cap-stone of our temple, and it holds the place of honor nearest the flag.



ANDREW S. DRAPER

The Spirit of the School System

It is my purpose to speak of the spirit of the school system, the greatest of our institutions. By this I mean, not the visible organization, not buildings, not devices, not books, not regulations, but the life which animates and breathes thru all these things. We are accustomed to say that the teacher makes the school, and we say rightly. Then the spirit of the teacher makes the spirit of the school. We are wont to dwell upon the competency of the teacher, and to multiply and emphasize the instrumentalities which enhance it. When we speak of the qualifications of the teacher, the practical mind goes to intellectual strength, to knowledge of affairs and to scholarly attainments; and the professional mind thinks of these and also of psychological investigations and of pedagogical training and experience. You must know that I am not indifferent to these things. No teacher can be proficient whose scholarship is not broader and deeper than the mere routine of her grade. One who has no understanding of the history of education, of the process of mind growth, of the methods which experience has shown to produce desirable results, and whose mind is not strong enough to stand alone, move forward by its own motion and think out things on its own account, is only a plodder and no teacher at all. But even this is not all. My thought to-day is that there is another element in the essential equipment of a good teacher. If more difficult to describe, if more troublesome to cultivate, it is even more indispensable to the happiness of the individual, to her influence upon others, and to the effectiveness and fruitfulness of her work.

I refer to the power which moves the machinery of life, the motives which inspire action and the quality of the faith which characterizes works. The heart, as well as the mind, is involved in the vocation of the teacher. The emotional, as well as intellectual elements of human nature necessarily play important parts in the work of training others. By the spirit I mean the emotional nature held and guided by reason; the intellectual nature propelled and determined by the nobler emotions. It is not the physical nature. The body without the spirit is dead. It is the life principle, the immortal part, the power-producing part, the energy, the vivacity, the ardor, the attachments, the courage which determine what shall be undertaken, and then puts its hand to the accomplishment of that end with a power which makes achievement inevitable.

Spirit sees opportunities; it recognizes occasions; it acts with spontaneity when the time comes. It manifests itself according to circumstances and necessities.

Let me illustrate. In the winter of 1891–92, a train, for some trivial reason, came to an unusual stop near the village of Hastings on the New York Central and Hudson River Railroad, at perhaps the most beautiful and historic part of the Hudson River Valley. The usual stoppage of the train created the occasion for the exercise of unusual care. The rules of the company were explicit. It became the immediate duty of the trainman who had charge of the rear platform to take his lantern and go back and warn any approaching train. Mere stick that he proved himself to be, if he had only followed his orders all would have been well. It was dark, but not stormy. There was no excuse. If he had possessed any of the spirit which the public has the right to expect in a trainman, he would have met the occasion and protected his train, orders or no orders. He had no spirit; he disobeyed his orders; the thru express crashed into the rear of the standing train, and a score of people killed and as many more maimed and were mangled for life.

Late in the afternoon of the next day after this unfortunate occurrence, I left Albany to come west, in the last car of the second section of the southwestern limited express. The two trains, making more than forty miles an hour, were less than ten minutes apart. The weather had become very cold, the wind was blowing a gale, and the snow was so thick that one could not see the length of a car. When in the snow-belt, between Utica and Syracuse, the engineer whistled so sharply and the air brakes were set so suddenly, and with such terrific effect, that it was evident there was serious occasion for an abrupt stop. As the train slowed up and stopped the cries of a man were heard outside. Opening the rear door, the figure of a man with unlighted lamp, climbed up into the vestibule and fell upon the platform exhausted. His emotions were uncontrollable, and he continually murmured: "I stopped her; he saw me; I brought her down." Assisting him inside the car, we slowly gathered the facts. This was the rear trainman on the first section of our double train. His train had overhauled a freight wreck and been obliged to stop. The circumstances were appauling, the danger was imminent, but the man who was responsible proved equal to the emergency. He buttoned up his coat, took his lamps and ran up the track, into the darkness and blinding storm. If he had obeyed his orders in a perfunctory way only, it would have been of no avail. His lamps were blown out and he exhausted his last matches in vain efforts to relight them in the wind. Only unusual resources would now distinguish him from any tramp, in the mind of the engineer. But his spirit rose to the occasion. Removing his coat and taking that in one hand and his lightless lamps in the other, he ran on up the track. Soon our train came in sight. He followed the track; he got within the glare of the headlight; he frantically swung his lamp and his coat and hallooed with all his might to the monarch in the cab; he heard the whistle of the engine and heard the brakes take hold, got off the track as the train was close upon him, and, as it stopped, was helped into the last car. That was spirit. It had saved his train; perhaps ours also.

Contrast the acts of these two men and see the value of spirit in the affairs of life. One of them could have averted a sickening disaster, by mere obedience to the plain requirements of the service, and without any unusual exertion, and did not. When the shock came he was probably

finding fault with some one because his train had stopped. He was not worthy the name of man. As Portia, in the Merchat of Venice, says of one of our her rejected lovers: "God made him, and so, I suppose, we shall have to let him pass for a man." The other could not divert a like disaster by mere mechanical obedience to requirements, but only by thought, quick appreciation, instant action, by drawing upon his resources, by eneregy and nerve, which never thought of failing and never doubted the result. Ah! under his rough dress there was the true heart and the buoyant nature of the man.

"A man's a man for a' that."

With the scope of his employment, within the line of his duty, he showed spirit of the very highest order. The difference in results was the difference of the spirit in the two men. It was death in one case; it was life in the other.

If the spirit of the employe is a vital element in the operations of that important institution, the railway system, so is the spirit of the teacher vital to that infinitely more important institution, the public school system of the country. It must be of a different kind, it must manifest itself in very different ways, but it must be no less effective in its consequences and accomplishments. It must be purer, finer, stronger, more spontaneous, more versatile, the ever present support of the school, and the never failing inspiration of the highest aims of the human family, for whose promotion the school system exists.

Let us see what characteristics qualities, we are justified in looking for in the spirit of the teacher and in the spirit of the schools.

Culture

First, we must expect to find the spirit of the teacher marked by culture. The teacher has had some early educational advantagas surely. The foundations have been at least fairly well laid. There is something to build upon. The powers of the mind have been well set in operation. Opportunities have been frequent and constant. The habit of enquiry and investigation must have been acquired. The surroundings must have been favorable, there must have been some results. Taste has been aroused and it has grown. Then, the work of teacher has been for others. She has endeavored to open the minds of her pupils and arouse their powers. She has become interested in them. She has witnessed the development of the human powers; she has seen minds open and souls grow. This start in life, this environment, and this experience must have had a refining influence upon her own mind and her own soul. With all the tribulations and annoyances, if the true teacher has developed, the immortal part of her nature will show purity, strength, breadth of information, variety of accomplishment, power of discrimination, delicacy of feeling and nobility of bearing, which will be recognized in all intellectual and cultivated centers. The gross and coarse, common to all human nature, will be eliminated gradually; the language, the manners, the style wi l change, the life will he keyed to the music of the humanities; the soul will aspire to the heights of the sublime.

Kindness.

Kindness will have a large share in the spirit of the teacher. It is fortunate that it is so, for the need of it is great.

The child is not an inanimate, unfeeling thing. He is a live, active, sensitive being. If he possesses the elements of future growth, he is a wilful, perverse, troublesome being. He may be lovable, he may be repellant. He may be defective in physical or mental organization; he may be unfortunate in home surroundings. Whatever the conditions, he is in the hands of the teacher to be developed and trained. He is not alone; the same teacher has fifty similar charges. The parental feeling is absent. Yet the child is altogether subject to her. Within her sphere she is an autocrat. She may manage wisely, kindly and justly, and commonly she does. She may rule with rank injustice, and frequently she does. She may act with kindly purpose and yet injustice may result. . She may be taxed to the limit of strength and endurance. She may be inexperienced. She may have wandered into a state of chronic severity and fretfullness. She may have dyspepsia and mistake it for principle. But no matter what the circumstances, her power is unlimited. The continuous exercise of power over inferior or younger minds is in certain ways dwarfing. The tendency to favoritism is natural; we all like pleasant people and nice children better than disagreeable people and repellant children. The teacher is in this regard at least not so very different from other people. Government in the schoolroom is so absolute that the danger is apparent. A word, a mark, a look may be the effective instrument of injustice, and injustice inflicts a deeper wound upon the temperament of the child than we are accustomed to think. He has keener perception and deeper feeling than we suppose. Look back, recall experiences, and ponder. The child's troubles seem trivial to adults, but they are real to him; his suffering is acute. Yet he has no appeal; he is without redress; if he has been the subject of mistakes or mistreatment, it is thought to be a mistake to tell him of it. And so we should reason that there *might be* injustice, while we know from experience, at least I do, that there *is* injustice in the schools.

That there is no more, is owing to the large element of kindness which is developed in the spirit of the true teacher. Nourish and cultivate it; do not repress it. There is no danger of too much of it. There is no possibility of erring on the right side. There can be none too much justice meted out to childhood. Guard against injustice if you would fortify your position; indulge in favoritism if you would impair and undermine it. But kindness means more than justice. Equal and exact justice is the *right* of every child in the schools and he knows it. We are not to stand upon a mere question of rights, however. We are not to prevent contact and association with pupils. They are entitled to a time when they may make explanations and prefer requests outside of the class hour and in a familiar and confidential way. Matters will go more smoothly if it is allowed. It means everything to the pupil; it may mean much to the teacher. We are to help this child up to manhood and womanhood and good citizenship. Kindness will unlock his heart and uplift his soul. It will gain his allegiance and draw out the best that is in him. Let it be ever present. Let the stream never fail. Let it increase in volume and in power. It will make the schoolroom attractive to you and to him, it will render your name a fragrant memory in his later years, and when life's lengthened shadows encompass you, it will light your pathway up to the Invisible and the Unknown.

Courtesy

Kindness in the school means courtesy to the public. It is not always easy to render it. You are brought in contact with all manner of people, the ignorant and rude as well as the cultured. You meet people most commonly upon a subject concerning which they are much interested and most sensitive, and about which you are very liable to misrepresentation, for their own children are the informants. It is not necessary for me to say that the circumstances are frequently trying. However there is but one course to pursue. Patience must never fail. If the treatment of the child has been kindly, if the teacher's duty has been fully discharged, disagreeable interviews will not be numerous and when one occurs there will be no occasion to fear. In any event, and upon all occasions, the person who stands as the representative of the public school system must treat every one with whom her work brings her in contact, and especially every parent of one of her pupils, with considerate attention and courtesy. It is not for her to assume an attitude of antagonism or of disagreeable superiority; she is neither to *be* indifferent nor to *appear* indifferent; she is not to say things which will wound the parent concerning the child, when unnecessary, even though they are true. She is to smooth out troubles, she is to help the parent and the child, and she is to show that she is anxious to help them. She is to do it because it is the right thing to do, and because it is in her heart to do it. She is to do it with real and true diplomacy. Her spirit in this regard and ability in this direction will be a very excellent measure of her strength and fitness as a teacher. If she fails here, she will weaken her position beyond recovery, and ought to. But a spirit which radiates kindness to the pupil and courtesy to the public will make her secure.

Truth

If there is any one spirit which I would have uppermost in the work of the schools, it is the spirit of truth.

"There is nothing so kingly as kindness,
There is nothing so royal as truth."

It is the foundation of character. The other virtues rest upon it. If the principle of truth is established, the other elements of an honorable career will be likely to follow along in their own good time. Therefore, the spirit of the teacher must be the spirit of truth; the truth must be held up to the admiration of the school; and all thnigs must be done to give it an abiding place in the lives of all.

There is no unpardonoble sin in childhood, and therefore falsehood is not an unpardonable sin with children. It is a very common one; it is a very trying and reprehensible one. It should be made the sin of sins among children, and the power of the schools should be centered upon the correction of the evil. If the public schools could bestow even the elements of an education upon every American child, and could make a sound regard for the truth an element in his character, American citizenship would be safe, and the Republic would stand as long as governments continue upon the earth.

Act the truth. Do not pretend to know things you do not know. Do not insist upon things about which you are uncertain. Even a child does not expect a teacher to be the embodiment of all wisdom. If she claims it, he knows she is masquerading; if she admits a doubt, he knows she is acting truly; he sees that he and his teacher have some things in common; she has a stronger hold upon him.

I know a boy who handed up his written spelling lesson for correction. The teacher marked a word as incorrect, which he thought was spelled correctly. He gathered up his courage and told her he thought she had made a mistake. She brushed him aside with an indignant remark, about doubting her ability to spell. In ten minutes he saw her engaged in profound communion with the dictionary. He gained confidence. She said nothing, but seemed dejected. He put his paper in his pocket and went home, and consulted his dictionary. He had spelled the word correctly. She had lost his good opinion forever. It was a serious loss, but who shall say she did not pay the proper penalty for her act. She had made a mistake. It was not serious at the outset. It was a comparatively small matter that she had an erroneous impression about the spelling of the word. But persistence after she knew better was acting an untruth. It was utterly inexcusable. It was impolitic too. Suppose she had given him only what was his due and said: "My boy, I was hasty and wrong about that; you were right; I will have to be more careful next time." He would have been exultant, but that would not have humiliated her. She would have gained his respect and friendship as well.

In another case the teacher told Mary, a young Miss among her pupils, that Martha, her intimate girl friend, was headstrong and flighty and not doing well, and asked her to exert her influence over her and help her reclaim the wayward sister. The teacher told Martha the same things about Mary and exacted her help to recover the other sinner from destruction. Neither of the girls was in danger. The teacher did not think they were. She probably meant well enough. She intended to profit each girl by getting her interested in helping the other. But she did not think far enough or as truly as she might. The girls compared notes. They discovered that there was an element of deception about the matter and the result was not particularly helpful to the teacher.

There is mathematical accuracy about the truth. It always fits together. There is no safe compromise ground. The danger signal is upon the border line. Truth or untruth may be acted as well as spoken. It is not necessary at all times to tell all that is true. But whatever is said and whatever is done in the schools, is to be open and straightforward, wholly and within the bounds of truth.

In nothing, more than in this matter, does the spirit of the teacher make the tone of the school. Put a premium upon the truth. Never doubt a child's word lightly or for insufficient reason. Expect and assume that he will tell the truth. Trust him and it will help him. Do not punish him by word or sign or deed, simply because he owns his faults. Forgive him his shortcomings and reward him with your entire confidence if he will tell you the exact truth. Then the spirit of truth will flourish in your school, and character will grow under your roof.

Naturalness

In the plan of the old education, the school was a place of detention, the work was only routine and the teacher was the embodiment of force. In the plan of the new education the school is a work-shop; the teacher is a helper; all are to do original work together. The new plan is infinitely better than the old. Keep in line with it.

The teacher will be a learner; the teacher *must* be a learner. Upon no other principle, can the work proceed. The stream will dry up unless it be continually augmented. The power will give out unless it is constantly reinforced. Work with the school and all will go well.

Be true; be yourself; be natural. Do not be over serious. Let the children *be* children. Let nature in—human nature, and animal nature and vegetable nature. How it will bring interest to the work of the schools! How it will open the minds of the children, give them affection for animal life, and send them hunting in the fields and the woods for the products of nature! Talk in conversational tones and use expressions that are natural. Do things in ordinary ways. Let the spirit of the school copy the spirit of a well-ordered home, where all interests are the same, where all the members have common rights, where the weak or the unfortunate are given the most help, where natural characteristics find ready expression, and all work pleasurably and happily together for the common good.

Cheerfulness

One of the most unmistakable tendencies of school work is to warp the temperament of the teacher. A life which is devoted to teaching must be upon its guard. If not, it is quite liable to drift into a petulant and ascetic state, and then its power for usefulness is almost destroyed. If it avoids the danger it will grow richer and stronger, happier and more potent for good, with the accumulating years.

Cheerfulness of spirit is the product of a kind heart and a wise head. It is an invaluable product. Let good cheer fill the room. It is as vital to the healthful development of child nature as water and sunshine are to the healthful growth of plants. The school room where good cheer does not reign is a desolate place, and the children who occupy it are unfortunate objects of sympathy. Child life is impressionable. It needs help. It responds quickly. Deny it the light and warmth, and it will be stunted and dwarfed; it may be utterly ruined. Nourish it and it will be the noblest work of the Almighty. Like begets like. A solemn, funeral and complaining teacher develops peevish, fretful and disagreeable children. Fretfulness is ill-mannered; it is no less ill-mannered in a teacher than in any other person; it is even more so, for it reproduces itself; it makes ill-mannered children. Cheerfulness is contageous also. It extends, reproduces and perpetuates itself. It will make the desert blossom as the rose. As children need it, so they love it. They drink it in, brighten up, look heavenward and begin to grow. It calls out the best that is in them. The better and nobler tendencies gain strength and exert their influence upon others. If you have a sunny and buoyant temperament, you cannot be too thankful for it. If you have not, do not be discouraged, for it may be acquired. It is an acquisition even more imperative to your work than a knowledge of English or mathematics. Strive for it. It will bring you happiness and give you power.

Animation

The teacher must have a spirit that is overflowing with animation. Alertness will head off difficulties. Work will cure a multitude of tribulations. Enthusiasm will carry everthing before it. The living, life-loving, life-giving attributes of human nature which the Almighty has implanted in every normal child must be met and satisfied by the same attributes of human nature in the teacher. Teaching is easy when it accords with the laws of nature. It is hard when it attempts to cross natural highways. To an irrepressible, light-hearted, fun-loving child, a slow-going, solemn-faced, dolorous, profound teacher is at once a hindrance, a burden and a nuisance. More than one school has been borne down by too much profundity administered with too much solemnity. The love of fun, the elasticity, the spontaneity, the irrepressibility of childhood, should be the instruments of the teacher in training up the perfect man. The boy who breaks most makes most if well trained. The teacher who does not know that athletic sports make better boys and stronger girls, mentally, morally, physically, and who does not support them with true sympathy and real pleasure, should be put on the shelf and without a label. The one who cannot carry energy into the recesses of arithmetic and grammar, without drubbing all of the life out the souls of children, should be put upon the retired list of the army of martyrs and without a pension. The one who has no wit, or is afraid to use it for fear of seeming undignified or losing control of the school, is a Mr. Husk from Huskville. They have no children and no recent knowledge of schools at Huskville.

Investigation

The spirit of inquiry and investigation must pervade the school. If the teacher has it, the school will gain it. It is the distinguishing feature of the new education. The teacher who has ceased to be studious has ceased to teach. The child who has not begun to investigate has not begun to think or to learn. A teacher must be capable of original thought. A mechanical automaton cannot teach. A parrot cannot teach. No mere copyist can teach. The school must not be treated en masse alone, but as individuals. The mind of the teacher must be in contact with the mind of each separate child, and not attempt to fill it but to arouse it to action. That is teaching. What is told a child is very liable to gain no lodgment in his mind. What he finds out for himself becomes a part of himself. It also gives him pleasure, whets his intellectual appetite, and strengthens him for still further investigation. The boundless resources of nature and the endless products of art must be used to develop his originality, and the trained mind of the teacher must be able to direct it. Then the mind of the child will acquire information, and, what is infinitely better, it will gain fiber, become ambitious, and begin to reach out upon its own and take hold upon the world's affairs. That is mind education.

Steadiness

The character of the teacher must be steady. There must be self-control. The spirit must be courageous. It must understand the ground it occupies, and maintain it. It must know the course it is to pursue, and hold to it. It need not be unduly elated, and certainly it must not be unduly cast down by the daily incidents of the school. It must remember that there have been other days, and that there will be other days. It must not fret or worry over commonplace matters. It must meet its responsibilities squarely, promptly. It must keep moving ahead. Even if a duty of unusual import falls upon the teacher, she need not go into a decline over it. There is no occasion even then for speculating upon the unfathomable or reaching after the unattainable. She is to meet it without reflecting more than a week upon it, without discussing it until undue mystery and trouble seem to encompass it. She is to act deliberately, with the best sense she has and in the best way she can. No one expects more. In ninety-nine times of a hundred, it will be all right. In the hundredth time some one will help her make it all right. She must have her wits about her, and rise to meet any unusual occasion. She must be strong and steady enough to be counted upon; she must have the reliability which is the foundation of confidence. All this is somewhat a matter of character, somewhat a matter of experience. It may be acquired. Strive for it. It is a jewel. Do not be afraid. If the purposes are sound, there is nothing to fear. Bear up bravely, cheerily, and keep going ahead. Never mind the possibility of mistakes. They are comparatively few and of small consequence, if the head is clear and the heart all right. He who never makes mistakes never accomplishes things. Push on steadily, hopefully, doing things as they may come to your hand, thinking of things which ought to be done, and you will gather strength and confidence, you will gain standing and influence, and you will steady the whole system and support the entire work.

Patriotism

The spirit of patriotism must pervade the schools. It has come into them with new strength and meaning in these recent months. It is to be encouraged by every proper instrumentality. The instrumentality more potent than any other is the soul and spirit of the teacher. Mr. Emerson said it made not so much difference what one studies as whom he studies with. Flags are of small moment, except as they are suggestive and emblematical. You may display in these schools all the bullet-riddled battle flags which the gallant soldiers of the Union armies carried so proudly up the great avenue of the capital city on the famous review at the close of the Rebellion, and the effect will be lost unless the teacher knows American history, unless she can recall the cost and understands the value of our distinguishing American institutions, unless she sees at a glance what the flag means, unless her spirit is attuned and her feet keep step to the music of the Union. But if she does know, and if she does see, and if she does feel, there will indeed be patriotism in the school, flag or no flag.

Other nations understand this, and act upon it. In Germany the teacher is, in law, an officer of the state; is sworn to support the government, obey its laws and promote its interests in all conceivable ways. The arrangement of the room, the books that are used, the songs that are sung, all the words spoken and all the things done, are made to give significance to the three-colored flag and contribute to the greatness of the Fatherland. In France no person can enter the service of the schools who is not a native Frenchman. Every precaution is observed to have the heart of the teacher pulsate in harmony with the heart of the State, and every means taken to bring the help of the teacher to the support of the State.

The American public school, as I remarked at the beginning, has grown to be the greatest of American institutions. It has come to have an autonomy and a purpose of its own. To understand and promote this purpose is a prime duty of every teacher in the schools, and before one can do this he must recall the history and study the growth of the public school system.

We cannot rehearse the fascinating story now, but we may study it with profit at our leisure. In a word, we may say now, that the time was, and it was not so very long ago, when American schools were merely local, unrelated and elementary, when they were poorly sustained, when but little taught, and that was not taught well. There were schools or not as settlements saw fit. The idea that education was a matter of private concern, that if schools were to be kept at all they must be supported by those who had children to send to them, universally prevailed. By gradual process this has all been changed. The State exercises its authority in the matter. It undertakes to see that a school is maintained within reach of every home. So far as it thinks well it determines the character and regulates the work of the school. It relates all the schools together in common system. It pledges all the property of the people to the education of the children of all the people. The poor have opportunities equal to the rich. The right to an education is the inheritance of every American child.

There is plan and purpose behind all this. There has been occasion and necessity for this change in theory and in practice. The education of

American children has ceased to be merely a matter of personal interest and come to be one of grave public concern, because it became evident that a great free State, with unlimited suffrage, must have the general intelligence and the substantial character of the people for its foundation stones.

The public school system has come to be the main hope of the nation. It is the national stomach bound to digest all kinds of national food and make pure blood. It is to assimilate all kinds of people and convert them into good citizens. In this American system of schools the predominant characteristics of our future American citizenship are being, and must continue to be, developed.

The spirit of the teacher must throb with the spirit of this work. She must enter into the purposes of the State. She must know the proud story of the national life; she must be familiar with its literature; she must be able to tell the achievements of its great men who have borne the burden of its councils or offered their lives for its life; she must understand the plan and framework of the government; she must value our distinguishing institutions and sympathize with the true spirit and the aspirations of American Republic, like which there is none other in the world; she must discern the danger points; she must make every child under her influence so proud of the American name that he will hold it in jealous keeping, and so loyal to the flag that if need be, he will carry it thru the blaze and hail of battle.

Thus, and thus only, can the spirit upon which we are proceeding be justified and the citizenship of the country be made secure.

Regard for Associates

Up to this time, we have been speaking of the spirit of the individual teacher. In large cities where many hundreds of teachers are employed, influences will be at work, which are always incidental to the multiplication of numbers. There is a necessity for organization and co-operation to the end that there may be order, system, singleness of purpose and efficiency of action. In all organizations comprising many persons, individuality must give way to some extent. Personal preferences must yield; desires cannot all be accomodated Even apparent injustice may be unavoidable upon occasions. When some positions are more responsible and more remunerative than others, the necessity for selection and discrimination frequently arises and this may be prolific of disappointments and jealousies, and these may, in turn, paralyze the work of the teacher and nullify the operations of the schools. The danger which arises from idle talk is imminent. Slight occurrences may be magnified beyond recognition. Stories start, no one knows where or how, and travel all thru the system with marvelous rapidity. The interests of individuals, even reputations are toyed with as a ball or a doll might be. Great harm results. If these things are not guarded against, the consequences are worse than one would believe and worse than I can describe or care to. There are a thousand difficulties encompassing the position of the teacher and the work of the schools in a great city which are not found in a small community.

All this calls for added consideration and care on the part of the city teacher. It is imperative that her spirit be infused with other qualities if she would live in comfort and have satisfaction in her work. There must be a ready and cheerful compliance with regime, a prompt acquiescence in the limitations and the demands of the service. She must keep within the lines of organization and be obedient to discipline. These things are not irksome, unless they are made so. If they are, she ought to withdraw from the service, for she is not adapted to it. Vhere is no other way. She must remember that there is mutuality of obligations. She must know what she has the right to expect from others and what others have the right to expect from her. She must apply the golden rule.

Spirit Dependent Upon Circumstances

I know what you may say, and I do not forget that teachers are human and like all such are the creatures of circumstances and environing influences. A teacher is surely not so angelic as to be at all times prepared for translation, if she is to be continually annoyed and harassed and humiliated. She must possess a satisfied and contented mind. But such a mind is contingent upon some things. She must know that she cannot be ground out between the upper and nether millstone of politics. She must be protected from the domination of ignorant officials who seem to feel bound to distinguish their administration by impressing their ignorance upon the school system. She must be saved from classification and association with the unworthy and from competition with the incompetent. She must be compensated for expert service. Her character, her education and her experience are her capital and her right to preferment on the basis of merit must be as sacred as her right to the thin wallet she carries in her ungetable pocket. I am not without knowledge of the intricacies and difficulties of the case. I know about the obstructions that are in the way—how great they are and how strongly they are intrenched. The American teacher needs psychological study and supervision and direction and all that sort of thing, but she needs *justice* all the same and none the less. But I answer that competency and spirit will in time command justice. Guard the avenues to the teaching service against the unworthy; make the service professional; be studious and progressive; be kindly and gentle; stand strongly for the right when proper occasion offers, yet be careful not to magnify small matters beyond their proper proportions; try to see clearly and remember that there is high authority for the doctrine that all that is right may still not be wise and expedient; magnify your office and bring light and cheer and enthusiasm to its administration; be broader than the work of your school and keep in touch with the world's affairs and all of their health-giving activities; sustain a church and exemplify that for which it stands; support the town and all of its interests; remember the cost of liberty and know where the dangers in self government are; have pride in the Commonwealth and the Republic and push for all that will add to their greatness and their beneficence; be manly men and womanly women,—true object-lessons in the presence of the school and before the community; give full measure of service, pressed down and running over; understand and exact what belongs to such a profession and such a service, without standing on the extreme of personal rights; then, justice will be more than likely to come in this life and, in any event, the crown will surely come in the life everlasting.

Conclusions

The public schools are the people's schools; They are no longer local, unrelated, irresponsible concerns, held down by brute force and taught incompetently or irrationally. They are wholly supported by taxation and directed by general authority in order to attain a public and essential end. The teachers of he country are awake and they are alert, and as a body they are growing in strength and adaptation. The organization is not perfect; the work is not the best. But year by year the organization becomes closer and better, and the work becomes more and more scientific. If one of the fathers tells you that the school in the red school house at the cross-roads was a better school than can be found now, you may tell him artistically but confidentially, if he is strong enough to bear the truth, that the reason he thinks so is because he has forgotten about the old school or knows nothing about the new one. The Empire Express is no farther ahead of the lumbering stage coach than the new school is in advance of the old one. The moral, social, intellectual and industrial circumstances of the people have all changed. The end is not yet. The public schools have conquered much; they have much more to conquer. The people are thinking and they are anxious. They are willing to put adequate authority in competent hands. They wish us well. We are their trustees. The trust is a beneficial one, for the accomplishment of a specific end. We must not lose sight of the relationship; we must not forget the nature of the trust; we must not disappoint. We have no need to disappoint. We are intelligent and we are not without experience. We are in constant and living contact with educated thought; we have books and periodicals, helps and devices without limit. The great body of American teachers is advancing professionally, as never before: it is moving along philosophic and scientific lines, as no other body of teachers in the world is moving. But the school must be sympathetic as well as scientific. The only uncertain element now is the spirit of the teaching force. That may be acquired. Thought, will power and self-mastery will do it. The spirit of the teacher will determine the spirit of the school. That spirit must be in close and active sympathy with all the highest interests of our American lfie. A mere certificate of intellectual qualification is not enough. A Normal diploma is not enough. The school must be kept close to the people; it must be a bond of union amorg the people; it must be common ground upon which all parties and sects and clans and classes may meet. It must not only be in sympathy with the best that is in our American life, but it must exemplify the best that is in our life and it must point the way to even better and higher and nobler things beyond It must not only point the way; it must lead the way. It must be in touch with the culture of our best homes. It must promote skilfullness in the shops and honor and alertness in the center of trade. It must sympathize with the poor. It must honor industry. It must help the struggling. It must respect the strong. It must be against stupidity and slothfulness on the one hand and snobbishness and apishness on the other. It must stand for all that makes the intellectual activity, the moral fiber and the strong common sense of the people. It must press onward confidently and courageously for the security and greatness of the State. It must melt the lives of the sects and factions together. Then will the teacher have a claim upon the respect of society which cannot be ignored. Then will the schools meet the expectations of the people. Then will the ends of human progress be promoted, then will citizenship be safe; then will the success of self-government be acknowledged among all the nations; then will the starry flag of our mighty Union in all its gorgeous splendor, in all its wealth of memory and suggestion and inspiration wave proudly above all others, both upon the land and upon the sea.

ITALIAN FISHERMEN—From the original painting by Chris Jorgenson.

Nature Study

PROF. T. L. HEATON, Dept. of Pedagogy University of California.

Nature study is fast making for itself a permanent place in the school curriculum of this State. It is not a mere fad come to stay its hour and then pass forever from the stage. It is to have as lasting a place as Arithmetic, Geography or Grammar. Those who cannot give instruction in music or drawing, now find themselves at great disadvantage in seeking positions in primary or grammar schools. Teachers lacking in Nature Study, will soon find themselves as badly handicapped.

ITS IMPORTANCE

This subject is winning its place not only for its training. Formerly sciences were left for the high school, and were thus taken up by students who had acquired little or no skill in either seeing or hearing. The result was very unsatisfactory work in these subjects. The senses, to receive their best development, must be trained at a much earlier age.

Few of the *facts* learned in school are used in after life. Arithmetic, usually considered the most practical subject, presents no problem which the child will meet again. He may encounter some, more or less remotely resembling those he has had in school. The power that is developed by the training in Arithmetic is all that is really practical. The power to see and hear, to classify, and to draw conclusions is brought into requisition every day in every calling. The merchant must see differences in goods, whether in fine qualities of silk or of wine, or whether it be grades of coal or of pig iron. The farmer must be able to draw ready conclusions from weather signs, and must observe closely insect pests. Every man who uses raw material must be able to judge the quality of his purchases. His finished articles must be submitted to the judgment of others. The power to see slight differences makes success in production of raw material in manufacture and in commerce. The man who uses arithmetic to find the price of his purchases or sales, as often uses his trained senses and sound judgment to determine whether quality corresponds to price. As arithmetic nowhere presents the exact problems of after life, but only gives power to cope with practical questions, so nature study along whatever line it may be pursued, will train powers which may afterward be directed toward useful ends.

But the economic value of nature study is not its greatest argument. The end of human existence is happiness; and that man does most for his race who does most for the true enjoyment of himself and others. Pleasures do not, however, take equal rank. Things of the spirit exceed all others, the intellect next, the body last. Wealth is valued only as it may add to human happiness. The product depends as much upon the size of the multiplier, as the multiplicand. Appreciation times wealth gives that portion of human happiness obtainable from material things. It is possible to spend so much time in the acquisition of wealth that there is none left for appreciation. The product then becomes zero. To get the greatest enjoyment, therefore, out of man's economic productiveness, his own resources, both mental and spiritual, must be developed. That man is richest who appreciates most. The poor mechanic may own his neighbor's beautiful possessions by appreciating and enjoying them; while the possessor of the fee simple may keep up these estates but for the pleasure of others. Few of the children who attend our schools can ever be wealthy. The great majority must tread the humbler paths of life. For them, great theatres and operas are closed. The museums and art galleries of Europe are but dreamland. Yet the humblest walks of life are strewn with beauty if the eyes and ears are but open to it. The beauty which our poets saw in forest, field, or seashore, awaits the humblest votary of nature. All that Thoreau found at Walden Pond, that Burns saw on the hills of Scotland, or that Byron found in the sounding sea are within the reach of every child in our public schools if the teacher will but awaken dormant appreciation.

OBSERVE NATURE

Nature study must be valued as much for its beauty as for its truth. We are prone to make our children see rather than hear. Study the development of the frog's eggs. But listen to the music of those pied pipers of Hamelin these April evenings. Examine the insect and study his parts with all the minuteness you may, but learn the note of the cricket or the katydid. Hear the droning of the beetle and listen to the bees while you watch them work. If you have brooks within reach, study the mechanical action of flowing water, but listen while they "chatter over stony ways and babble on the pebbles." Keep a record of the weather, but not do fail to note the sound of the wind in its various moods, as it sighs about the eaves, whistles down the chimney, or moans in the tall tree tops. Listen intently to nature and you will hear as many sounds as you can see sights. Those hear who have learned to hear.

While nature study is not strictly speaking science, but rather observation work, it should lay the foundation for many sciences, including biology, physical geography, geology, chemistry, physics and astronomy. It is concerned chiefly with observing facts, yet it may arrange these facts and make some generalizations from them. The scientific principle should be in the teacher's mind and should guide in the selection of objects for study. The materials for this subject will vary with the locality, the season, and the preparation of the teacher.

HOW TO STUDY

As far as possible, the study should be conducted with a specimen in the hands of every pupil, which he must be made to see for himself. In the instructor's mind, the lesson has been thoroly planned and related to future lessons. Not everything is worth observing. It matters not how many stamens in an apple blossom or the length of each. The scales on the wing of the butterfly would afford no desirable knowledge if counted. The exact number and arrangement of spots in the Mariposa lily is of no value. On the other hand the number and length of stamens in the mustard, the arrangement of the parts in the fruit blossom, the shape of the calyx in the poppy, are matters to which the observation of the child must be directed by the teacher. Unguided perception is as apt to take note of accidental as of essential things. Here then is required the greatest possible skill in directing study by proper questions. What the child cannot observe do not hesitate to tell, if the knowledge will help him to other observations.

NATURE STUDY FOR APRIL

At this season of the year, germination of seeds, the unfolding of leaves and flowers form good studies. For younger children, the germination and growth of seeds is recommended. Let each child plant his own seed in boxes of earth in the school house. When it is possible, especially in city schools, let a portion of the yard be set apart to observe the growth of the most common vegetables.

For the first seed lesson, put into the hands of each child a bean and a pea. Two objects give ground for comparison for noting resemblances and differences. If the bean alone were used and the question asked, "How does the bean look?" the teacher might be surprised at the answer of the puzzled pupil, "Why, just like a common bean." Observe these seeds first, dry; soak an hour, and open the wrinkled coats; soak over night and see that the thirty seeds have taken all the water in the dish and are now large and plump. Remove the coat which now comes off easily, describe the parts inside and draw them. Write statements in regard to the bean upon the blackboard for reading exercises. Children copy for an exercise in writing. This done, they have learned to spell the words. Plant seeds and observe germination and growth; note points of resemblance and difference. Cotyledons of bean come above ground; where are those of the pea?

Why do the cotyledons shrivel? Draw the young plants at various stages of their growth. Why do plants turn toward the light? Put some in a dark corner. Study other seeds two or three together for comparison, as wheat and corn. In what other way do plants grow besides from seeds? Are potatoes seeds? (See Seed Babies.)

HOW TO STUDY FLOWERS.

Flowers will furnish excellent study for grades that have previously taken seeds. The first studies select large flowers, such as the poppy, with parts easily distinguished. Young children should not be required to examine minute objects. The powers of the eye are not fully developed, and that organ may be easily overstrained. In gathering specimens for study, dig up entire plants. Note the root, the position of the leaves, compare with some plant in the room that has a stem. See if the children can pick out the poppy leaf among a great variety of leaves. The leaf is too difficult for young children to draw, but they should learn to recognize it away from the plant. For the study of the blossom, give each child a full-blown flower. Study number, shape, size, and color of parts in the flower. Ask the child to find the petals in the bud. He will thus discover the calyx. Plant some poppies in the room and let the children note how the flower opens. Do the poppies close at night? Study other members of the poppy family, as the cream-cup, or cultivated poppies, and note points of resemblance and difference.

Fruit flowers form excellent studies. Do leaves or flowers come first? Can you tell leaf buds from flower buds, and when were these buds formed? How were they protected? How do they know when to begin opening? Do they ever make mistakes? Do they grow singly or in clusters? Observe the number and arrangement of parts. Does the seed box (ovary) grow within the flower or beneath it? Study two or three fruit blossoms at the same lesson for comparison. Get as many other fruit blossoms as possible and compare them with those already studied. In what respect do they differ? What points of resemblance in all the fruit blossoms studied? Can you recognize by these marks other members of the rose family? Study the butter-cup next. How does it resemble the fruits, and how does it differ from them? Find all the cousins of the butter-cup. Can you now tell them from the fruits? Take the mustards next, observing their points of resemblance and difference. What are the common marks of this family? Let the teacher bring in cultivated cruciferæ and see if the children can classify them. The evening primrose is another excellent family for early study. Its simple arrangement with parts in fours, makes it easy for children to recognize all the common members of the family, whatever their size, shape, or color. They thus see similarity where the untrained eye would find only difference.

In the first work with flowers select large specimens in which the parts are readily distinguished; Study a large number that the children may learn to find and name the parts. Subsequently study the common flowers of one family and impress upon the child's mind the characteristics of that family. Note differences between this family and the next one studied.

The purpose of the flower is to produce the fruit. The purpose of the fruit is the seed. Note the adaption of means to the end in the flower How does each part assist in the ripening of the fruit? How is the fruit protected? How are the seed distributed? What uses made of insects, and the wind? How does the flower attract the insect? Why the honey, odor, and color? Why so many flowers? Why so many seeds? The study does not end with the examination of the flower. Let out the plants in the house or yard, and observe the development of the fruit. In the study of the flower draw each part separately and accurately. Make an artistic drawing of an entire flower, a cluster of flowers, or a stem with both leaves and flowers. What has been seen and drawn should be described in clear correct language.

THE KIND OF SPECIMENS TO GET

In collecting specimens for study get whole plants if not too large, and if possible those having flowers, buds, and seed pods. The buds are needed ofttimes to discover the calyx, sometimes to see the folding of the parts, within the bud. Remove the parts of the flowers separately, beginning with the outer. To study stamens, examine a bud just opening. In a full blown flower the anthers have lost their color, shed their pollen, are shriveled up, and are easily knocked from the filament. In the bud the anthers are all present and the stamens readily counted.

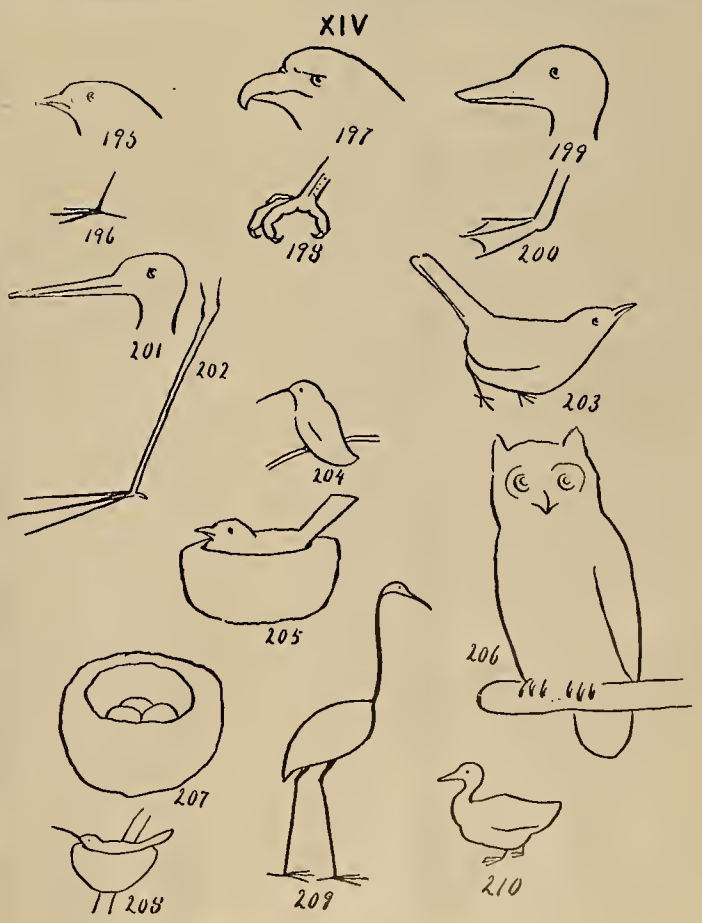
STUDY BIRDS IN APRIL AND MAY

During the Spring months birds are interesting subjects to study. Many migrants are then with us for a few days or weeks. Some are returning from their winter home in the South to spend the summer here. This is the season of brightest plumage and sweetest song. Birds may be seen everywhere on the road to and from school. A very little questioning about birds will lead children to note them. Are they seen singly or in pairs? What do they feed upon? Where do they nest? Which has the sweetest song? Many of the boys will readily learn to imitate the meadow lark. Can any of the pupils imitate the birds? Pictures of birds will be useful to identify and name birds. *Birds*, a monthly magazine, published by Nature Study Publishing Company, Chicago, with ten large colored plates in each number will be found very helpful in this work. It contains many of the most common birds and the pictures put up in the school room will enable the child to identify and name those which he may see. The way to protect our birds against youthful marauders is to impart a loving knowledge of them. Read to the children such books as Burrough's "Wake Robin."

HOW TO ARRANGE THE STUDY IN RURAL SCHOOLS

In a rural school of one teacher, several grades may take the same work. The first three grades forming the lower class, the remaining grades the upper class. In graded schools, two lessons of twenty minutes to half an hour, should be given each week. The drawing and composition may often be based upon the nature study. Young pupils are really interested in reading nature stories, written by themselves or other people. They readily learn to spell the words which they wish to use in the work. Nature study thus makes room for itself in a crowded curriculum by helping all other studies.

When some event or person represents an ideal so worthy, so precious, that its influence is felt to be vital to the higher life of the community, a day of celebration is sooner or later appointed.—*Kindergarten Review.*



EASY THINGS TO DRAW

SIDE TALK TO SCHOOL TRUSTEES.

BY A. B. COFFEY.

Did you ever walk thro a crowd a day or two before a rain? You know that with the change in weather your (if not yours, other peoples') corns hurt as at no other time—that is, if you have corns. And did you notice that of a hundred men, only one (the wearer) seems to know anything about corns? The other ninety and nine go forging and rushing along, all unconscious of the fact that every now and then one of them strikes your foot at its most vulnerable point, causing you to start and frown and wince and limp. You grit your teeth and double up your fist, and, after he goes on his way ignorant of your grievance, you kick the offending passer-by. That man didn't notice how you crippled along over cobble-stones and shadows. He didn't know that you had corns. In fact, had he known, he knew not why, according either to the moral code or etiquette, he should turn aside from his righteous way because of some man's calloused epidermis. He didn't know that you were hurt until he heard you growl and snarl and snap. Yet, you thought that he and all the throng knew of your former pride and misfit shoe. You alone knew, and in your effort to dodge one man whom you met, you stepped in the way of a dozen who were coming up behind. But the whole world condemns corns; and he most who sports them, especially when alone he can blame no other than himself for an involuntary twinge of pain. Nor is every corn the outgrowth of evil. Error, accident and vice are not the same; but the victim suffers none the less when he feels himself arrayed with those who brought punishment upon themselves. There is no trade, nor calling, nor home wherein there is not at least one who, seeking relief, goes down into the secret place with his father-confessor, the chiropodist. School people, trustees among them, are not exceptions to the rule.

But, as there is nothing in city charter, in statute, or in social parlance which requires the hurrying throng to turn aside for every cripple, with pride-concealed affliction, who claims the right of way, so is there no rule either in rhetoric, journalism, or school law, which precludes the correction of a wrong, in general terms, because some self-sick soul makes wry faces at the medicine. Let no man think himself advertised because, perchance, he may be a specific illustration of an evil at which no man should wink. He may be unknown beyond the district in which he bears a noble, or it may be an ignoble part, and then too, others may have done the same as he, that each is unknown to the other and both to him who writes. Again, when neither name nor place is given, resentment is unwise for he who, *uncharged*, pleads "not guilty" *confesses* guilt in the very act.

But enough. He is no great sinner whose time is spent in doing good rather than in condemning vice. So let our "Side Talks" be social and informal with no thought to give offense to any man; but, the rather, to aid the men who have so much to do with the upward or the downward trend of the public school.

In all they do, trustees must be controlled, *first*, by the *law* which creates and governs them, and *second*, by a varying *wisdom* which yields to *prejudice* or *opinion* as selfishness or public spirit may suggest. There are men who so yield to prejudice that wisdom is dethroned and law ignored; but as a true picture of them would be a vanishing view, it may be well for the present at least, to let them rest in peace, for, while here and there, as an example of "wickedness in high places," is one man who seeks his own, the great majority are looking only to their country's good thro the proper education of their children.

The law is directory; and it is mandatory. The directory law permits, i. e., it suggests what may or may not be done. The mandatory law compels the doing or commands what shall be done. The directory law implies a recognized wisdom and honesty as prerequisite qualifications for the office. The mandatory law, looking to an equal distribution of benefits to all and hoping for a symmetrical development of the whole system, commands the performance of certain duties whose ultimate end is a pure society and an intelligent citizenship rather than the fostering of favoritism. A directory law *may be* complied with at the discretion of the individual. A mandatory law, whether positive or negative, good or bad, *must* be complied with, even tho the actor see in it a resultant wrong: he has no alternative by which he may escape. The fact that a superintendent enforces performance by no means proves his sympathy with and his endorsement of the law the fulfillment of which he *must* exact. A glance at some laws from time to time may not be amiss.

Let's see. Here is something right to the point just now among the "Powers and Duties of Trustees" as enumerated in the Political Code and the School Law.

The sixteenth clause of Section 1617 of the Political Code reads as follows.—

"On or before the first day of April in each year to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; *provided*, that in any city, or city and county, the appointment of all School Census Marshals shall be subject to the approval of the City Superintendent of Schools."

It has been decided that a trustee may be appointed Marshal, but that he shall not be paid for his service; and that the Marshal must be a citizen who is of age.

At the time of this writing, the Census Marshals have been appointed thruout the State (in California) and a brief glance at their duties may not be amiss. According to the Political Code, they are as follows.—

"ARTICLE VIII

1634. It is the duty of the Census Marshal:

First—To take annually, between the fifteenth and thirtieth days of April, inclusive, a census of all children, including the children of Indian parents who pay taxes, or who are not living in the tribal relation, under seventeen years of age, who were residents of his district on said fifteenth day of April.

Second—To report the results of his labors to the Superintendent of Schools (or to the Board of Education in cities) on or before the tenth day of May in each year.

Third—He shall visit each habitation, home, residence, domicile, or place of abode in his district, and, by actual observation and interrogation, enumerate the census children of the same."

Fourth—Before entering upon the discharge of his duties as such, the Census Marshal must qualify and file his oath of office in the office of the Superintendent of Schools.

1635. Whenever a district is formed lying partly in two adjoining counties, the Census Marshal must report to each County Superintendent the number of children in each county.

1636. His report must be made under oath, upon blanks furnished by the Superintendent of Public Instruction, and must show:

First—The number, age, sex, color, and nationality of the children listed.

Second—The names of the parents or guardians of said children, arranged alphabetically, except in cities of the first class. In all cities the number and street of residence must be given.

Third—Such other facts as the Superintendent of Public Instruction may designate.

Fourth—The Census Marshal shall have power to administer oaths to parents and guardians.

Fifth—If at any time the Superintendent of Schools has reason to believe that a correct census of the district has not been taken, he must have it corrected, and, if necessary for the purpose, he may appoint a Census Marshal, and have the census of the district retaken. Should the Board of Education or Board of School Trustees of said city or district refuse to issue an order for the compensation of said Marshal for his services, the Superintendent is hereby authorized to issue his requisition therefor against the County Fund of such city or district without such order.

1637. He must include in his report all children who are absent attending institutions of learning, and whose parents or guardians are residents of the district; he must also include as census children the children of Indian parents who pay taxes, and of Indian parents who are not living in the tribal relation; he must also include all orphan children absent from the district in orphan asylums, whose guardians reside in the district, and every half-orphan absent in asylums, whose surviving parent or gurdian resides in the district; he must also include all native-born Chinese children.

1638. He must not include in report children who are attending institutions of learning, or such benevolent institutions as deaf and dumb, blind and orphan asylums in his district, whose parents or guardians do not reside therein.

1639. The compensation of Census Marshal must be audited and paid as other claims upon the School Fund of the districts are audited and paid; *provided*; such compensation shall not exceed six dollars per day for the time actually and necessarily employed; *and provided further*, that in no case shall the compensation be computed at a per capita sum; nor shall any order for such compensation be drawn by the Trustees of any district, or by any Board of Education, until they shall have been notified by the Superintendent that the report of the Census Marshal has been approved by him. In case the report should not be approved by the Superintendent, the Census Marshal shall not be entitled to receive any compensation.

1640. If the Census Marshal neglect or refuse to make his report at the time and in the manner herein required, and to perform any other duty devolved upon him, he must be deemed guilty of a misdemeanor, and on conviction be punished by fine or imprisonment."

The importance of a correct report is shown by the fact that the number of children enumerated, determines mainly the financial standing of the school. Notice the following clauses from Section 1858.

"*Third*—Five hundred dollars shall be apportioned to each district for every teacher assigned to it; *provided*, that districts having ten and less than twenty school census children, shall be apportioned four hundred dollars; *provided further*, that to districts having over seventy school census children and a fraction of less than twenty, there shall be apportioned twenty dollars for each census child in said fraction.

Fourth—All school money remaining on hand after apportioning to the districts the money provided for in subdivision three of this section, must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. Census children, wherever mentioned in this chapter, shall be construed to mean those between the ages of five and seventeen years."

LITERARY NEWS.

Standard Literary Series. New York; (10 Nos.) University Publishing Co. Paper, single numbers, 12½ cents; double numbers, 20 cents. Cloth, single numbers, 20 cents; double numbers, 30 cents. Single numbers, 64 to 128 pages; double numbers, 160 to 224 pages. Subscription price, $1.75.

These books have been brought out for supplementary reading in grammar grades. The series consist of two distinct classes of books. First, complete and unabridged selections from standard authors. In this class are included "Evangeline" and Irving's 'Sketch Book" (8 selections) edited by Professor Edward Everett Hale, Jr.; Tennyson's "Enoch Arden" and selected poems; Scott's "Lady of the Lake;" Irving's "Tale of the Alhambra," (selections); Hawthorne's "Twice-Told Tales" and "Wonder-Book." Second, standard novels abridged for grammar school reading. Third, other narratives (not historical) adapted or condensed. There are now ready thirty-two of the neat volumes with others to follow. They are Cooper's "Spy," "Pilot" and "Deerslayer;" Scott's "Rob Roy," "Kenilworth," "Ivanhoe" and "Lady of the Lake;" Irving's "Alhambra," "Sketch Book" and "Knickerbocker Stories;" Dicken's "Christmas Stories," "Little Nell" and "Paul Dombey;" Tennyson's "Enoch Arden" and other poems; Kennedy's "Horse-Shoe Robinson;" Byron's "Prisoner of Chillon" and other poems; Bulwer's "Harold;" Swift's "Gulliver's Travels;" Hawthorne's "Twice-Told Tales," "Wonder Book" and "Snow-Image;" Hugo's "Ninety-three;" Dana's "Two Years Before the Mast," and "Longfellow's "Evangeline;" Defoe's "Robinson Crusoe," illustrated, and "Poems of Knightly Adventure," from Tennyson, Matthew Arnold, Macaulay and Lowell. Cooper's "The Water Witch," and "Last of the Mohicans;" Scott's "Tales of a Grandfather;" Bunyan's "Pilgrim's Progress;" Sewell's "Black Beauty," and Simm's "The Yemassee." Paper, 12½ and 20 cents; cloth, 20 and 30 cents.

The object in editing these novels has been: First, to cut out the tedious details, which often prove so tiresome to young readers, but to leave a *complete story in the exact language of the author*, short enough to be read in the limited time of a school term. Second, to cut out all incidents and allusions which are of a questionable character and unsuited to children. Third, to add notes explaining every historical and classical allusion, so that the child will have no difficulty in understanding what he reads. Fourth, to offer the novels at so reasonable a price that every school can afford to buy a set. These books have been very much improved for school use by being reduced in length, and the fact that it is not the complete story, but an abridged form for use in schools, is clearly set forth on the title-page.

First Lessons With Plants. By L. H. Bailey. Published by Macmillan Company, New York and San Francisco.

The title of this book is no misnomer. It is just what it purports to be about and with and among plants. No attempt whatever has been made to present an elementary treatise in scientific botany, but rather to talk in the plain, homespun phraseology of the fireside about those phases of plant-life with which every boy and girl must daily come in contact. Twigs and buds, leaves and flowers, and the use of each and all in the nativity of the plant and in its reproduction, constitute the theme. So simple is the story told as to seem what in fact it is, a country teacher's talk to boys and girls—a study of Nature by her youngest friends.

Applied Physiology for advanced Grades. Including the Effects of Alcohol and Narcotics. By Frank Overton, A.M., M.D., late House Sugeon to the City Hospital, N. Y. American Book Company, New York, Cincinnatti and Chicago.

Hoping to prepare a work which should present the results of the latest and most scientifically established researches in the laboratory and in the hospital—the developments in biological and chemical science—and in acordance with the accepted principles of pedagogy, the writer has written this book. Departing from well-worn trails, the author begins with the study of the cells of the body as the units in which life exists and acts, and with this as the basis of treatment, shows their relation to all the elements of the human body and all the processes of human action. This is the keynote of the treatment thruout the book, and is the first attempt to apply, in a consistent and scientific manner, the principles and facts of biology to the study and teaching of physiology in schools. Summaries and review topics are given at the close of each chapter and lists of original demonstrations together with suggestions for use of microscope. And thru all a most happy substitution of common for scientific terms has been made. As text book or supplement, it will commend itself to ever teacher in the grammar grade.

American Literature. By Katharine Lee Bates, Wellesley College. Published by the Macmillan Company, New York, Chicago and San Francisco.

The growth of literature from its inception in the day of the Pilgrim Fathers to the administration of President McKinley thru its successive er is traced. As an outgrowth of the life of our with the environments and influences which gave shape and trend to thought and sentiment, our literature is shown thruout its several eras of development. Men of genius who have left their impress, whether in cloister or wildwood, in the sanctum, on the rostrum, or at the sacred desk, are studied or their influence shown.

Stepping Stones to Literature. By Sarah Louise Arnold and Charles B. Gilbert. Published by Silver, Burdett & Company.

In preparing the fifth volume of the series, the a h ors have been possessed of the happy desire to brush the cobwebs from many of the old favorites —classics which, in "new times," in our efforts to mould "fossils" and snub "moss-backs," we have relegated to the undusted shelves of an almost forgotten yesterday. In doing this, they have taken upon themselves a burden, long felt by thoughtful teachers who have had to turn aside to the school or village library for the good, the pure, the elevating in literature not found in many of the modern books of a "new education."

Among the thirty-three authors represented by notable poems or classic prose we find the names of Ariosto, Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Bryant, Elihu Burritt, Alice Cary, Cooper, Cowper, Defoe, James T. Fields, Hawthorne, Robert Herrick, Leigh Hunt, Helen Hunt Jackson, Kingsley, Longfellow, Lowell, Adelaide Anne Procter, Ruskin, Scott, Tennyson, Dudley Warner and Whittier. History, poetry mythology and fiction play their several parts; and with the biographies of authors, briefly written, and reproductions of art in illustration, taken as a whole this Reader for the Fifth Grades will prove a "stepping stone" to culture and progress that will give its favored readers rare glimpses into the world of literature and art.

The distinctive charactes of these School Readers is nowhere more marked than in the READER FOR SIXTH GRADES. Each book forms an independent whole, with salient points of its own, yet together they make a harmonious and progressive series.

The tone of the Sixth is especially spirited and inspiring, by reason of its fine poetical selections. These have kindled patrotic fire in *foreign* hearts, and will *enthuse* the children in American schools.

The prose selection are no less notable. The myth, as such, does not appear, but in its place is much of history, especially of the legendary lore which appeals to the developing imagination of the child.

Greek Prose Composition. By Henry C. Pearson, A.B. Flexible cloth, 12mo, 187 pages. Price, 90 cents. American Book Company, New York, Cincinnati and Chicago.

The aim of this book is to combine a thoro and systematic study of the essentials of Greek, with abundant practice in translating and in composition. The first part of the book consists of graded lessons in Greek syntax designed for use in the second year's study of Greek, thereby serving as a review of the first year's work as an introduction to composition work in connection with the reading of Xenophon's Anabasis.

ALEX. B. COFFEY.

When Baby Us' ter Crawl.

We had a quarter section,
But it wasn't very rich;
It was covered up with white oaks,
An' undergrowth an sich.
So I went to work in earnest
With ax, an' wedge, an' maul,
An' made a great big clearin'
When baby us' ter crawl.

I built a good log cabin.
It had a' earthen floor;
Its roof was made of clap-boards,
It had a puncheon door.
We had no "sweets" nor "boodwars,"
No parlor an' no hall,
For a single room must do,
When baby us' ter crawl.

We had no grand pianer,
Nor Brussels on the floor;
But we'd a raw-hide latch-string
Outside the open door.
While our "mansion" wasn't "splendid,"
An' tho 'twas rather small,
It gave a hearty welcome
When baby us' ter crawl.

No swaller-tail nor satin,
No ostrich plume nor tile;
But in our jeans and linsey,
We dressed in honest style.
No phæton nor surry,
No footman at our call,
We rode our mules on Sunday
When baby us' ter crawl.

Oh, no, we had no riches,
No gew-gaws, an' no frills:
But we'd a little Eden
Out there among the hills,
An' it was full of sunshine
From early spring till fall,
Fur we was mighty hsppy
When baby us' ter crawl.

—*Alex. B. Coffey.*

FRIDAY EVENING CHIP-BASKET

By ALEX. B. COFFEY.

'Tis evening—Friday evening! Alone! At such time, I do like—. But first, who am I who either like or dislike anything? One who, by practice, am a looker-on at the works of other men—one who, in the solitude of

"An old bachelor's hall where Cain,
Chaos and dirty dishes reign,"

am prone to sit in judgment while allied or contending forces pass in swift review before me—and one who, because of my safe withdrawal from the contest, am well endowed as judge and counsellor. So, say I; and so say all who dare play role of critic, even tho said critic be honest man or cynic. Let me see. Where am I? Geographically, in California, and socially, by the fireside. How employed? In meditation. Dreaming? No. In a "brown study"—mathematical reverie would be better. A vexed problem? Yes, and no; but, far more interesting than vexed. If a problem, it must be solved—studied at least. But, mine is not a mathematical brain. As an illustration, I was once required to find the value of x when x^2 was equal to 1. After a severe drubbing and a nervous racking of my brain for a quarter of an hour, I did cover myself with algebraic glory by finding the value of x. But, tho not a mathematical prodigy, I know that every problem may be resolved into its factors, not only *may* be, but *must* be if the problem is legitimate, if it is honest, if it is not a "surd." The factors of my problem—the one I am studying this evening and the one I wish to study for awhile? But wait, I am alone—alone with my friends, the factors, if you please! alone with each or it may be at times with all; and what I say must not be overheard, or if overheard, it must be esteemed in strictest confidence as it is purely a soliloquy—except now and then an interview with a passing friend—an interview of the "If you'll promise not to tell" variety. How long will it require to perform the solution? Don't know. Who does? Who ever was able to specify the time necessary to solve a problem? Very well, then, 'tis understood that I am talking to myself and that the eavesdropper listens at his peril. So, good night to all, while I turn aside in communion with myself and those I call to testify.

* * *

This afternoon, while strolled along on California Street, a carriage passed. On the driver's seat, a well-fed and pompous coachman. The carriage, a grand affair, was drawn by a prancing span of coal-black steeds, caparisoned with silver-mounted harness of finest make. On the velvet cushion, in the carriage, a little girl in silk and sealskin, clad. Happy child, and interesting, without a single care! Her home? That splendid Nob-Hill mansion across the way. Her father? The millionaire who, in private car of costliest build, is secure from the intruding mob who in other cars, struggle for the vacant seat.

An hour ago the bell rang, and a ragged urchin came into my room with that question, asked by face and mein before the speaker utters a single word, "Want some matches?"—a question asked by him a hundred times this very day. And there he stood in scantiest raiment clad. His ragged coat, out-grown by his hunger-dwarfed form a year ago; his pantaloons, a world too large, the estate of his dead father, and made to fit by two strokes of convenient scissors; his shoes, the well-worn and now unused property of his sick mother; and his hat, the "snipe" holder of a dealer in cigarettes. Poor little fellow, and intensely interesting, with the increasing cares of manhood weighing heavily upon a childish form. His home? The attic of an ancient tinder-box, decaying relic of '49. His widowed mother? Once the belle of fashion and the daughter of luxury; now, thankful for a sieve-like roof, a crust of bread, and even the companionship of vice.

And these—the boy and girl—not in composite form, but hand in hand, if that may be without offense to either, we must remember.

* * *

A father and mother stood beside the door. Friends they were, of mine, and I, an invited guest. stood near and watched their faces.

From the open door two little children, boy and girl, went down the walk. In his hand a dinner-pail, a bow and arrow; in hers a book, and slate and doll. Down the walk those children went, turned, and—out of sight. Then on, and—where?

On the father's face, I saw a look of doubt and hope; in the mother's eye a tear, and smile;—commingled feelings of what may and may not be. They, the parents, knew, not where the children went, but whither they wished to have them go. And that going meant, not a happy stroll down a mile of country road, but the lengthening walk of increasing years along the way of life. Yes, the parents knew; and as I looked upon each face, I read the thought. By experience and by observation taught, and now, by retrospection brought to view, they knew the road by which their children had to climb. They knew what good and bad, strength and weakness, vice and virtue were interlaced at every turn along the way. They knew how the mind, by chance selection, might absorb a poisoning evil with as great a zest as it might the soul-expanding and eternal truth, thru wise instruction seen. With alternate hope and fear, they saw the children pass out of sight beyond the hill on their way to the village school; and, while they understood its purpose well, there yet remained the tear and smile and that look of doubt and hope. These, the parents, must be remembered.

* * *

There were forty children playing on the green. As I passed and saw each face, I knew them—knew them well, tho I had never seen one of them before. And how did I know? From "the old field school," tradition has brought a custom down which has become a part of my moral code. 'Tis this: To every passer-by belongs the right to challenge school-boys and girls at play. Just as I passed the grounds, with clarion voice I shouted: "School-butter." From "drop the kerchief," "town-ball" and "blind man's buff," like well trained soldiers, the players ran with turf, and clods, and sticks, and stones. Other thought and selfish impulse were for the time forgotten. Contending "sides," and even those who but an hour before were engaged in earnest quarrel, forgot the difference and made common cause on him who for an instant dared to doubt the bravery of the school; and only a sprinters' fleetness preserved me from the wrath of Young America, worthy heir of generations past and fit sire to the coming man. The ground was theirs, the school was theirs: and the intruding foot, or jeer or flaunt of passer-by tho he be neighbor, friend, or kinsman, was by established code, an "unfriendly act."

We'll see the school again as theme for much and never-ceasing thought.

* * *

There, standing in the door with bell in hand—rusty heirloom from the musty past—an old cracked bell which did duty in ante-bellum days for a way-side inn, is one who has been, is, and must ever be, the slighted and central figure in many a little throng. There she stands, a living paradox, Antiquated girl, tho slight of form and brief in years, or tho stamped by Time with silver hair and care-drawn lines, she must be in sympathy, at once a mother and a child; tho feeling deeply and knowing well the pre-natal or peculiar impulse which prompts each childish act, as arbiter of wrongs and executioner of punishments, she must be blind fabled Justice; the accounted store-house of hidden truth, she must be the earnest seeker after knowledge; herself a puzzle, she must reveal without apparent effort, the hidden workings of each knotty problem; an acknowledged confident, she must answer every question without dissimulation; instinct with fun and love of social life, and tho in age she may not be a score of years. she must, by tradition and repute, endure the brand of prudish spinster and a stickler after rules. But, the cracked bell rattles; and as the romping children pass, she has a smile for each, even tho the smile conceal the frown prompted by her over-burdened heart.

We'll not intrude upon her now; but call again.

* * *

"I'm sorry, gentlemen; but, when men will soliloquize upon the street or in other public place or in the very presence of a known distributor of "mum's the word," they need not be surprised at public revelation, journalistic kinetoscope.

It was thus I spoke to men who passed me by in single file as I stood upon the corner. They were three in number; and as they passed, I saw that each was speaking in emphatic manner, not as do the Orientals to those who precede or follow, but as the hermit who, for want of other ear, must talk unto himself. They were members of a board of school trustees; and as they walked and talked, each betrayed the secret wish which prompted him. At the ballot box, men, endowed as freemen with the right to vote, in behalf of the common-wealth and family, of the nation and society, had called upon these three men to perform the func-

tions of an office, to protect a sacred trust. The child

"Whose mind, impressible and soft, with ease
Imbibes and copies that she bears and sees,
And thru life's labyrinth, holds fast the clue
That first instruction gives her, false or true,"

the youth and maid, just turning from thoughtless pleasures of the school to look out for the first time across the border line upon the responsibilities of Life's great school, all look on with anxious eye to see what these three men will do.

We'll see.

* * *

Yonder, in the county seat, is one whose duty it is to examine, to supervise, and counsel. He, too, was called by a people's suffrage to be a leader of instructors.

First, with a quartet of others, he must survey and fix the scope of work to be done in the common school—what subjects shall be taught, what books and apparatus used. The subjects? Shall they be such as educate the child as man and citizen; or shall they be determined by the wish of those who would usurp a function or pander to a whim? The books? Outside the dictum of a law, shall they be selected for their merits: shall they be selected because the lowest bidder; or shall they be selected because there's "something in it" for him who votes? Apparatus? Shall it be such as will aid and demonstrate, and educate; shall it be such as will satisfy the wish of some "leading" teacher who has a "pull"; or shall it be selected as sure means of escape from persistent agent who sees a "fat commission" in the result of his perseverence? Yes, such are the duties, common to the County Superintendent and his boards of education; but he has duties peculiar to himself.

He must pass from school to school and with care inspect the work thruout the county. Will he "fulfill the law" by taking a "*bird's eye-view*"; or will he identify himself with every school? Will he direct and supervise and counsel; or will he know the details of the work thru rumor, current news or gossip? Will he become the leader of solid and progressive thought in education—a teacher among teachers; will he stand for industry, intellect and morals—the never-failing friend of childhood; or will he remain or become the to-be-reelected and subserving patron of so-called politicians?

There are others still who have to do, and very much, with this problem which we essay to solve. For me to pass them by, may seem discourteous. And yet, were it not presumption for such pen as mine to intrude itself within the sacred precincts of the highest body, pedagogic, in the common-wealth, and within the forum where "statesmen" make the laws? Yes, it may be presumption for me to have or dare express opinion; but I must not be *discourteous*; and when I shall have done with these, already named, these who have to do directly with the child himself, I must spend an hour in the state-house.

This has been a busy day, much more so than it may appear; and when, an hour ago, I sat down by the new-built fire, to recall the scenes by which it has been marked, I little dreamed that ere the ashes sifted thru the grate or the embers died away, I should see again, as realistic as in very life, each actor who has gladly come, or otherwise, to play his part upon the great stage of the California School, a stage whereon acknowledged stars evoke compliments from the following throng and where phosphorescent meteors wonder why no satellites revolve around their erratic and tracsient orbs. Yet, I have this hour seen, in very truth, in retrespection, if you please, each man and woman, each boy and girl who has come to play his unstudied part; or if *studied*, 'tis all the more a *part* he *acts*. My sluggish brain is in a whirl; for as I recall each face, I find it so lost among the others that I can't identify. This bodes no good, and ill-becomes a man who preaches temperance.

Now, let me rest, and then mingle with my friends for another week.

Vertical Writing in San Diego

After carefully investigating the subject, the Natural System of Vertical Writing, by Messrs. Newlands & Row,* was introduced as a part of the Course of Study in February of this year. The books did not arrive until some three weeks later, so the system has been in operation but about four months. In that time it has done wonders for the writing of our schools. Despite our having had special instruction for the past two years the fact remained that the writing of our schools was very poor and very slow. The remedy lay in adopting a form of writing which was simple in its construction and rapid in its execution. After much thought had been given to the subject it was decided to recommend the above system to the Board for adoption. At first it seemed too radical and to depart too much from the conventional Spencerian slope-writing to which we had so long been accustomed. The letter forms seemed strange, the question of speed was raised, the beauty of the old and of the new was contrasted, and the almost entire abandonment by the new system of all the details, drills, guide lines, angle for pen holding, and, in short, of everything upon which so much stress had been laid in the past, with almost no results, I must add, seemed a change too radical to be fraught with any good for the schools. The four months of its use have given us results never obtained before in our schools, and there is not a teacher in the force who would go back to the old method.

The condition of the writing in our schools on February 1 was deplorable. In each room there were a few who wrote a very good hand, and the remainder, often 80 to 90 per cent. of the room, ranged from indifferent to very poor. Today the writing is uniformly good and improving every week; the average speed of the pupils has more than doubled; and the writing has increased so much in legibility that a number of pupils, when shown their writing of last January, have declared at first that they never wrote it. Today 80 per cent. of the pupils in the grades as low as the third, and 90 per cent. of the upper grammar grades write a reasonably good hand. The coming year we shall be able to entirely omit writing as a study from the seventh and eighth grades.

I append a number of samples showing the change which has taken place since the introduction of the vertical system. In the samples from the lower grade pupils the writing will probably seem quite large, but it is a part of the system to begin with large copies and gradually decrease the size of the letters until the normal size is attained.

*From Supt. Cubberly's report, San Diego City Schools.

[The specimens spoken of in the above report are certainly highly creditable, and are the strongest argument in behalf of Vertical Writing that has yet been made.—ED.].

D. C. Heath & Co., Publishers, 321 Sansome Street, San Francisco.

A NATURAL WONDER.

The Most Tremendous Canyon in the World.

It is abruptly countersunk in the forest plateau, says John Muir in the January *Atlantic*, so that you see nothing of it until you are suddenly stopped on its brink, with its immeasurable wealth of divinely colored and sculptured buildings before you and beneath you. No matter how far you may have wandered hitherto or how many famous gorges and valleys you have seen, this one, the Grand Canyon of the Colorado, will seem as novel to you, as unearthly in the color and grandeur and quantity of its architecture as if you had found it after death on some other star, so incomparably lovely and grand and supreme is it above all the other delightful canyons in our fire-molded, earth-quake-shaken, rain-washed, wave-wasked, river and glacier sculptured world. It is about 6400 feet deep where you first see it. and from rim to rim ten to fifteen miles wide. And instead of being dependent for interest on water-falls, depth, wall sculpture, and beauty of park-like floor, like most other great canyons, no waterfalls are in sight and no appreciable floor space. The big river has just room enough to flow and roar obscurely, here and there groping its way as best it can like a weary, murmuring, overladen traveler trying to escape from the tremendous bewildering labyrinthic abyss, while its roar serves only to mellow and deepen the silence. Instead of being filled only with air, the vast space between the walls is crowded with nature's grandest buildings—a sublime city of them painted in every color of the rainbow and adorned with richly fretted cornice and battlement, spire and tower in endless variety of style and architural. Every architectural invention of man has been anticipated and far more in this grandest of God's terrestrial cities.—*Atlantic Monthly.*

MARGARET GRAHAM HOOD,
Principal of the Training Department of the Arizona Normal School, and author of "Stories of Discovery" (in press), a charming text book of Pacific History Stories.

ARBOR DAY IN THE SCHOOLS.

Washington, with its immense forests and Oregon with its emerald lands, both have Arbor Day—California celebrates the planting of a tree in spots. One of the spots is Riverside County, another is San Diego, and the planting of trees is observed in a number of other places in the State. Superintendent W. J. Bailey of San Diego writes as follows:

Teachers, Trustees, Pupils and Patrons of the Public Schools:

I take pleasure in again calling your attention to Arbor Day for the schools of San Diego County and request that Friday, March 4, 1898, be thus observed.

During the past five years thru the observance of Arbor Day in the schools of this county, many trees have been planted and much done to beautify our school grounds and homes, yet we have only made a beginning; many school yards are still destitute of trees or shrubbery; thousands of treeless acres greet the traveler on every hand; for lumber and for fuel we are becoming more and more dependent upon importations.

TEACHERS: Give this matter serious thought, read all you can find in relation to practical forestry (including former circulars sent out from this office) and endeavor to so prepare for and conduct the exercises of Arbor Day that it may be of practical benefit to your pupils and to the community at large.

Do not plant trees and shrubs that are not hardy enough to withstand the climatic conditions of your locality.

Superintendent Edward Hyatt of Riverside County, always original, strong and vigorous in his school work, has issued a most interesting "Call for Arbor Day" that it has ever been our pleasure to read.

LOOK ON THIS PICTURE

Here are two villiage schools now standing in Riverside County. They have the same number of teachers and about the same number of pupils. One has raised trees; the other has not. In which would a good teacher be able to do his best work?

THEN ON THIS!

SOME GENERAL OBSERVATIONS TO THE READER

To be a success, Arbor Day must have leaders in the community to second the efforts of the children. Will you not be one of the leaders for your community? Are you discouraged or disgusted because the people or the trustees did not take hold better last year, or because some or all of the trees died, or because the trees were not well cared for? Do you feel like giving up and doing nothing this year

If so, you are wrong. Does an orchardist give up when the gophers or rabbits get some of the trees? Does the farmer quit when the drouth destroys one crop?

Let us then be up and doing, and let us redouble our efforts this year in doing something to make our public school a pleasanter place for those who come after us.

Do not forget, too, that the actual, useful planting of trees is only half of what we are trying to do—the most valuable part is the spirit we stir up in the children and in the neighborhood; the spirit of improvement and adornment. The day should be a great Object Lesson in Patriotism and Forestry, so enthusiastically carried out that it will remain a permanent landmark in every mind that it touches.

People frequently want to do too much or else nothing. They want to wait until the whole grounds can be put out to rare and expensive trees, they want to do nothing until they can do it in grand style. This is a great mistake. Two or three of the commoner, rapid growing trees of the neighborhood, cheerfully planted and cared for now, are better than a thousand fine trees from the nursery in the sweet bye and bye. Procrastination is the thief of time. Delays are dangerous. Stick in a tree now and it will be growing while you sleep.

It is a good thing for the parents and friends of the school to gather in once a year to inspect the condition of the school. The sohools are what the people make them. No one can afford to grow indifferent, or to leave everything for the trustees to look after. It is only the alertness of the people that can keep a school good. It pays for the people to get together and investigate such questions as these:

1. Has your school a skillful teacher? If not, why not? There are plenty of good teachers to be had. A weak, poor teacher is worse than none.

2. Are your school grounds suitably improved? If not, why not? The people pay taxes and apportion money for that very purpose. Who has squandered it?

3. Do all the children read good books? If not, why not? Your school gets money every year to buy books and money to pay a teacher whose business it is to induce children to read them. Which children do not like to read? How can they be induced to read?

4. Are your school house and grounds kept clean and tidy? If not, why not? Your trustees get money every year for that purpose, plenty of it. You cannot afford to let the little children absorb lessons of unthrift at the school.

Cleanliness is next to godliness. Shall we allow our boys and girls to spend the most of their waking hours surrounded by filth and squalor? Shall we educate our citizens in an

atmosphere of hopeless, helpless untidiness? How can a teacher exact cleanly and orderly habits in slovenly environments? What is the effect upon the impressionable mind of childhood? What is the loss to the State?

Our school laws are generously liberal in their allowance of school money. The law intends that all school property shall be kept in good condition, as a model for the whole neighborhood. Your school can afford to buy trees, to buy paper for walls, to buy paint, to buy lumber for fences, as time goes on. Why not turn in altogether now and make a grand Improvement Bee, to start the thing in the right way? The men and boys with teams and plows and shovels and hammers and nails could build fences and make repairs if necessary, plant trees if necessary, grade and improve the grounds if necessary. The craftsmen among them could paper the walls, paint and varnish and repair the things that need it. The women and girls could clean house to their heart's content. The children could speak their pieces and commemorate the day. Some older ones could point the moral and adorn the tale. A picnic dinner would add to the general mirth and good feeling. Everybody would be the better for the day.

It needs no argument to show that the future safety of the Nation depends upon the spirit of the boys and girls who are now in the schools. It is equally true that it is one of the necessities of the time to teach the young ideas about the importance of trees in our National life. We nor our children appreciate the value of the forests that cover the slopes of the high mountains of San Bernardino and San Jacinto, which keep the ditches and streams flowing to our orchards and vineyards, upon which we depend for our living and our wealth. Millions upon millions of the fairest and richest acres in the world are now deserted wastes because the people ignorantly and foolishly burnt off and chopped off and browsed off the shaggy covering of the mountain slopes near by. We ourselves are allowing the saw-mill, the sheep man and the fire brand to conspire in robbing us of our birthrights in the mountains. Europe is spending countless millions of the people's money in trying to undo the effects of ignorance in this direction, with indifferent success. We cannot do a better thing for our country and our children now than to spend a day in trying to make them intelligent about trees and forests; in trying to offset the Atlantic Coast tradition insensibly lingering in our minds to the effect that a forest is something to be destroyed as soon as possible, by fair means or foul.

When you plant be sure to plan for your tree to live. It is folly to plant a tree so that the boys will break it down or the cattle push it down or the hogs root it up or the hot days parch it out. Fences or a tree box are often just as necessary to a public tree as a hole to put it in.

NORWEGIAN NATIONAL HYMN

I shall guard thee, my land;
  I shall build up my land;
I shall love it thru life in my prayer and my child;
  I shall work for its good;
I shall look for its wants,
  From its borders and out to the fisherman's net.

We have plenty of sun;
  We have plenty of soil;
Only we, only we could have plenty of love.
  Here is creating power
Thru the work of the hour;
  We could lift up this land, if we lifted as one.

This home-land is ours,
  And we worship it for
What it was, what it is, what it will be again;
  And as love shall grow forth
From the soil of our earth,
  That shall grow from the seeds of our love, it is laid.

--*Bjornstjerne Bjornson, Translated by Nico Bech-Meyer.*

Wallace—"Why don't you go to work? You know that worry kills more people than work."

Perry—"I've heard that. But nothing on earth worries me so much as work."—*Cincinnati Enquirer.*

Cora — "What made the congregation smile while the deacon was speaking on the necessity of the strict observance of Lent?"

Merritt—Because in private life the good man is a fish dealer?

NATURE STUDY IN APRIL.

THE STATE NORMAL SCHOOL, SAN JOSE.

PRESIDENT A. H. RANDALL.

Department Edited by Professor C. H. ALLEN.

There are to-day, March 15, at work in the school six hundred and sixteen students. These are distributed as follows:

Doing first year's work.....232
" second year's work.....135
" third year's work.....143
" fourth year's work.....106

During the year there have been admitted on examination 16. Promotions from training department 33. Grammar school diplomas (upper half) 92. Teachers and undergraduates of High Schools 47. High School graduates 63. Total 251.

The number graduated and preparing to graduate in June, say 85. Of these, 53 are doing their practice teaching in the training department.

In this department, there are, at present writing, 130 pupils; 52 in the primary classes and 78 in the grammar school classes.

In the normal school proper, an effort is made to have classes average about 30. Following this system there are, daily, eight classes doing first year's work, four classes in the second, five in the third, and four in the fourth year.

The foregoing bare statistics convey but a faint idea of the amount of work being actually done. From eight o'clock in the morning until four in the afternoon the building is thronged with eager, busy seekers after knowledge. If one would see diligent, painstaking study, let him visit a properly conducted normal school. It differs from other schools widely, and in nothing more, perhaps, than that while pupils *are sent* to most schools—to the normal school they *come*—come with a strong desire to learn and an earnest purpose to succeed. If the capacity for taking infinite pains, if the act of close personal supervision, if a strong desire and determination to succeed are worth anything, the school under President Randall must win lasting laurels.

The Plan of Work

Following the trend of advanced educational thought, the work is so arranged as to have as little "pouring in" as possible, and to stimulate, yes, compel the student to acquire a large part of what he gets by personal observation and research. In nearly all departments the student is an investigator. He is made to see for himself, work for himself, think for himself.

The manual training room, important as it is, is not the only workshop. In the laboratories of the physical, chemical, zoological, botanical and physiological departments work is being done by the students day after day. These laboratories are well supplied with all needed apparatus for individual work. It may be true that "we learn to do by doing," but in a wider sense we learn to *know* by doing. Facts demonstrated by actual experiment, and things learned by careful observation, are usually so well mastered as to be capable of being used and they are rarely forgotten.

Microscopy receives much attention. There are sixteen compound and more than one hundred dissecting microscopes in use, supplied with sets of lenses and all appliances for good work.

The Museum

The museum, instead of being only a place filled with things merely to satisfy the curious, is a workshop as well. Here the students are given actual and practical instruction, not only from the specimens exhibited, but also in the manner of preparing specimens for study. Many valuable microscopical slides are prepared by the students, some being left in the school and some taken home for after use. Most of the work is devoted to insects, and any graduate from the school should be prepared to gather and put up a fine entomological cabinet.

The Library

The busiest place thru the livelong day is the library. In convenient and ever-accessible cases, are stored more than six thousand volumes, carefully selected for the use of the several departments of the school. In its whole range there is little useless material. Students also have access to the principal literary magazines and the daily papers.

The library room, furnished with convenient tables, will seat comfortably about one hundred twenty-five. It is not large enough. Were there seats for double that number they would, at times, all be filled. It is a rare thing between the hours of eight thirty and four o'clock to find any vacant seats, while again and again students are found waiting for an opening in the ranks.

The work done in the library is mostly class work. The topical method, largely pursued in class teaching, gives an impetus to individual investigation, an impetus that leads the pupil to become a student, not a mere reader of books. The next best thing to knowing a thing is to know where and how to find it when wanted, and facility in doing this is what is being rapidly acquired. Aided by a librarian who has, in a rare degree, the happy faculty of knowing, not only where each book is, but where each subject is best treated, students are making their library-hour one of the most valuable hours of the day.

This use of the library requires that several copies of many of the books must be bought, especially of reference books, which are never taken away from the library. More room is greatly needed, and double the space now used should be provided as soon as possible for this library-study.

The foregoing has shown clearly that this is a working school. The question may be raised, indeed has arisen: Is there not too much work required, more than students can do and continue in good bodily health? Of this, more later on; but realizing the necessity of more attention to the physical, a plan has been put into operation to secure a certain amount of

Athletic Training

In pursuance of this plan, there have been provided an excellent baseball ground, two handball courts, two more being in process of construction, five tennis courts in operation with two more awaiting the arrival of racquets and balls, and an enclosed ground eighty-five by forty-six feet, graded and covered with spent tanbark, designed for a young ladies' outdoor gymnasium, where basket ball and other athletic games may be played, in the seclusion that seems, under the circumstances, desirable. The plan is very popular, and save the base ball ground, all the other courts are in constant demand.

President Randall's design is to have all these in use from the beginning of the third morning hour until five, and later in the season, until seven o'clock, P. M. This secures for all the students the opportunity for out of door exercise by daylight, a thing greatly to be desired. It is a somewhat wide departure from the old school system, but no one can look out upon the grounds, during exercise hours, and see the free and vigorous movements of those engaged in these games, the eyes sparkling with a deep interest, and the flush of health upon the cheek, without hailing the step as a truly desirable "new departure." Every experienced teacher will fully coincide with the faculty of the school in believing that better school work will be done because of the hour devoted to rational athletic sport.

But for the rainy season, an indoor gymnasium can well be dispensed with in a normal school.

To return to the health question: Some months ago the charge was made, from one of the pulpits of the city, that in the normal school, as well as in other schools, the pupils were being grievously over-taxed. So serious a charge and from such a source could hardly be overlooked. The Medical Society of Santa Clara County took up the matter, and after a careful and searching examination, an examination that extended even to submitting a series of questions to the students in the normal school, all of which were individually answered, they made a report that allayed public anxiety, and so far as this school is concerned, set the matter at rest.

An effort is being made to secure the introduction of manual training into the public schools of Alameda.

The Biennial Convention of County Superintendents will convene at Sacramento at 2 o'clock P. M., April 25th.

Superintendent Guadaloupe Otero, of Valencia County, New Mexico, fell from his porch on the 23d ult., killing himself instantly.

At a meeting of the freeholders of San Francisco on March 22d, they expressed themselves as opposed to a pension for teachers.

In one of the districts in Shasta County a trustee, the others being absent, locked the school house door on a teacher whom he wished to discharge.

The citizen of Sacramento, "in convention assembled," Grove L. Johnson presiding, "resolved" in favor of the present text-books and have declared war on any who dare oppose.

Fresno County has established five new districts—Bowles, Butler, Millwood, Kenninghous and Roeding, and will probably organize a new Union High School at Reedley.

Superintendent Neilson of Sonoma County has determined to hold his Institute in connection with the California Association, thus following a custom which has been observed for years past.

President Childs has called a meeting of the Executive Committee of the California Teachers' Associaiion for April 23d, at 2 P. M., at the office of Superintendent Webster of San Francisco.

An election was held in Berkeley on the 25th of March for the purpose of determining whether the town should be bonded for the erection of a High School building. The question was lost by a few votes. Berkeley needs this building.

A charter election will be held in San Francisco May 26, 1898. This election, if carried, will radically change School Board methods in San Francisco. The charter provides a salary of $3000 for each member of the Board of Education.

At a recent meeting of the School Masters' Club of San Diego a resolution recommending that the number of census children be reduced from seventy to sixty for each teacher; and another recommending that the system of state text-books be abolished.

The San Francisco Public School Teachers Annuity and Retirement Association is in a flourishing condition. The following are the officers: President, Mr. Jos. O'Connor, Horace Mann Grammar School; Vice-President, Miss Caroline Hunt, Girls' High School; Treasurer, Mr. T. H. McCarthy, Washington Grammar School; Recording Secretary, S. A. Jordan, Washington Grammar School; Financial Secretary, Miss T. C. Stoler, Fremont Primary School.

The City Board of Education of Los Angeles met with the Los Angeles Teachers' Association recently and discussed the evil consequences of a political manipulation of the schools. Very wholesome advice.

Superintendent T. J. Kirk of Fresno County has met with a sad bereavement in the death of his brother, John E. Kirk of Butte County. Mr. Kirk had large property interests in this State, and leaves an estate of about $300,000. He devoted his time, wealth and opportunities to manufactures and other useful industries. On his Butte County farm he had made a great success of hemp raising.

Joseph O'Conner, the veteran San Francisco school principal, brought up the question of teachers pensions at a recent charter meeting and said the average salary received by the 974 teachers in this city last year was $77.95 a month, and that the teachers as a class was the poorest paid of any municipal employes except young persons in the Free Library. He advocated pensions as a means of getting rid of worn-out teachers, who, he said, did more harm than good.

A telegram announces the death at Yuma, Arizona, of H. C. Brooke, formerly Superintendent of Schools of San Bernardino County, for many years principal of the schools of this city and a most devoted and successful worker in the cause of public education on the Pacific Coast. The deceased was at the time of his death a teacher of the schools of Yuma and his last visit to this city was a few weeks ago, when he had been attending a teachers' institute at San Diego having driven across from Yuma, and returned thru that city, passing several days with friends here before proceeding on his way. The immediate cause of his death was pneumonia."—*San Bernardino Sun.*

Superintendent of Schools Carl H. Neilson, visited the public school here Tuesday. He was highly encouraging in his praise of the good work being done in the various grades. Our school compares very favorably with schools in larger places in the county, he said, with but one exception, that is, in regard to the attendance in the High School, which he said should be double the number. Prof. Hollopeter is a very competent teacher and it is a shame that not more of the young people of this district are taking advantage of his superior ability as a teacher. Mr. Neilson also visited Cherry Creek, Alder Glen and Icaria Districts and noted excellent work being done.

In accordance with a call of Superintendent of Schools A. M. Phalin, a meeting of the teachers of Contra Costa County was held in the courthouse at Martinez on Saturday, March 12th, for the purpose of discussing the course of study in the public schools. The following resolution was adopted:

Resolved, That the teachers of Contra Costa County here convened heartily commend the movement toward establishing a County High School.—*Antioch Ledger.*

The County Board of Education held, on March 20th, a special joint meeting with the Committee on Course of Study of the City Board of Education to discuss matters relating to revision of the courses of study in city and county, Directors Panabaker and Johnson being present. The following resolution was adopted by the meeting, on motion of Director Panabaker:

WHEREAS, State Superintendent of Public Instruction Samuel T. Black has called the Biennial Convention of City and County Superintendents to meet in this city on April 25, 1898; and

WHEREAS, We should extend to that body of Superintendents a social greeting, therefore be it

Resolved, That it is the sense of this meeting that suitable preparation be made for the proper entertainment of said Superintendents. —*Sacramento Record-Union.*

Principal George Edgar of Niles forbade the playing of "keeps." The community arrayed itself, part on the side of the teacher and part with the boys. Edgar sought authority and advice with the following result:—

Office of Superintendent of Public Schools, Alameda County, Cal., Oakland, March 4, 1898. Mr. George Edgar, Principal of the Niles School.

DEAR MR. EDGAR:—Yours of March 2, 1898, at hand. Your views and mine on the subject of playing marbles for "keeps," are in perfect accord. I never permitted this game in any school I have ever taught. I think you are perfectly right to disapprove it, and it is within your authority to forbid it in your school. Very sincerely yours,

J. P. GARLICK.

State Normal School, San Jose, Cal., March 5, 1898. Mr. George Edgar, Niles, Cal:

MY DEAR SIR:—You ask me whether I consider playing marbles for "keeps" should be permitted on the school grounds. My opinion is that such practice should not be permitted. First, because the boy who wins the marbles gets something for which he renders no equivalent; Second, because it undoubtedly cultivates a desire to indulge in games of chance for the purpose of gain.

This is a troublesome question, as it is so common in California, and so many persons, who have not considered its tendency, frequently look upon it as being harmless.

Children should play such games for the satisfaction that comes from the acquirement of skill and the pleasure of winning without other stimulus.

A. H. RANDAL,
Principal State Normal School.

State Normal School, San Jose, Cal., March 5, 1898. Mr. George Edgar, Niles, Cal.

Getting something from another for nothing always has a bad effect on character. Playing marbles for "keeps" seems to me to be morally equivalent to gambling in stocks and buying lottery tickets—things that are utterly condemned by all clear thinkers.

I recognize, of course, that upright, manly boys are frequently found playing marbles for "keeps" simply because they and the community in which they live have not seen the problem clearly.

R. S. HOLWAY,
Vice Principal State Normal School.

Rev. Francis M. Larkin of Los Angeles has the following to say:

"If it can be shown that the higher education of the few results in the greatest good of the majority, then the higher education by the State can be justified, other things being equal. But this will be hard to prove to the satisfaction of the majority. Must we accept the principle that justice demands such a system which results in the largest number reaching the average benefits? Does higher education so result? The professor [Supt. Foshay] seems to so assert. We question his conclusion. San Bernardino pays this year $26,279 for 212 pupils in the High School and $21,584 for 1338 pupils in grammar grade.

Alex B. Coffey lectures at the Monmouth Normal School, Oregon, in April.

The Oregon Teachers' Monthly edited by G. W. Jones and Agnes Stowell is a great credit to the State.

President Campbell of Monmouth, Oregon, State Normal is making the school a greater success than ever this year.

W. W. Seamona, Deputy State Superintendent of Public Insruction, California, has been appointed Deputy State Librarian.

Superintendent J. F. Nowlin of Umatilla County, Oregon, is arranging to hold a summer school at Pendleton this year.

A. P. Armstrong, M. G. Royal and J. H. Ackerman are mentioned as candidates for the Republican nomination for School Superintendent of Oregon.

Superintendent J. S. McPhaill will hold a Trustees Convention on April 15th. Superintendent McPhaill has made the Convention of School Trustees quite a feature of his superindency.

The Owl is the name of a new journal published by the young men of Hoitt's School for Boys, San Mateo. Walter Garrison is editor in chief. The portraits of Mr. and Mrs. Hoitt and faculty are excellent.

The Kings County Institute will be held in Seattle the week beginning April 4, 1898. Several members of the faculty of the Ellenburg Normal School, and Alex B. Coffey of California will assist.

Governor Budd has appointed Mayor James D. Phelan a regent of the State University for the full term of sixteen years, vice George T. Mayre, whose term has expired. J. West Martin of Oakland, whose term has expired, was reappointed.

Santa Clara County is having quite a boom in building school houses. Orchard District has just completed a fine building; a new building is in process of erection in Guadalupe District; Gilroy District has voted bonds to the amount of $1,200, Mayfield, $14,000 and Saratoga $5,000 for new school houses.

A $17,000 bond tax for a High School building will be voted upon in San Rafael April 2d. Fairfax District, three miles from San Rafael, will build a $2,500 school house within the next two months. The money is available, a site has been purchased and plans accepted by the Fairfax Board. A "Flower Festival" is proposed for San Rafael during the first week in May, in which the school will take an active interest.

The lectures under the auspices of the Teachers' Club of Alameda proved such a success that three more have been arranged for. The first was given April 2nd by Professor E. H. Griggs of Stanford and was entitled "A Walk in Florence." The second will be delivered on Friday, April 15th, and the speaker will be Postal Inspector Erwin, whose topic will be "In the Nation's Capital." On Friday, April 22d, Professor Bernard Moses of the Berkeley University will speak on "Spain and Her Colonies."

Mrs. W. F. Conover, formerly Miss Carrie L. Phillips, one of the most popular of San Diego's public school teachers, died recently. Mrs. Conover came to San Diego six years ago from Philadelphia, where she leaves a brother. Her sister, Mrs. W. S. Laist of Spring Valley, is the only other immediate blood relation. As a teacher in the kindergarten department, Mrs. Conover, then Miss Phillips, won scores of friends by her kindly qualities and faithfulness to the children's interests. On December 23d of last year she was married to W. F. Conover, Principal of the B-street school.

A serious charge has been laid before County Superintendent of Schools Goodell of Stockton concerning Principal Condit of the large school in the Homestead District. The burden of the charge is that he favored the larger pupils by giving out in advance of examination the questions to be propounded. The penalty provided by the school law for such conduct is revocation of the teacher's certificate and disbarment from further service in the public schools of this State. It was the regular county examination, and it is asserted that if the charges are true the offense must have grown out of a desire on the part of the principal to give his pupils the requisite standing for entry to the High School. Three young ladies who have been attending the school laid the charge before the County Board at its last meeting and the affair has been formally placed before the Board to be sifted to the bottom. The Homestead people are much divided as to the guilt or innocence of Prosessor Condit, who says in his own defense: "I did nothing of the kind. I am not in that kind of business. It would not be right. I have taught school too long for that, and have taught where there were no County Superintendents," which would seem to indicate friction with the Superintendent.

The Executive Committee of the San Joaquin Valleys Teachers' Association held a meeting yesterday afternoon in the office of T. J. Kirk, County Superintendent of Schools. Those present were: Alfred Harrell, School Superintendent of Kern County; J. W. Graham, School Superintendent of Kings County; Superintendent W. A. Finley of Madera, O. W. Grove of Merced, J. A. Wagener of Stanislaus and Miss Julia Jones of Mariposa County were absent. The object of the meeting was to decide upon the time of holding the next annual session of the association, and it was agreed to hold the session on the 22d, 23d and 24th of December in Fresno. It was decided in that connection that the different counties reprerented in the association should hold their County Institutes on the three days next preceding the date of the annual meeting of the association, and that the teachers come direct from their County Institutes to the annual meeting.—*Fresno Republican, March 17th.*

Superintendent Hyatt of Riverside has been most commendably zealous and wise in his projection of Arbor Day, by which a deal of good work, looking to the culture and comfort of the Riverside youth, has been wrought. On this subject the *Riverside Press* has the following to say:

"Arbor Day was observed in Olive District with a good deal of eclat on Friday. It has had the most barren and uninviting school grounds in the county heretofore, not a single shrub having been planted. All this was changed by Friday's work. Five acres were graded off and 200 trees planted out on a systematic plan. There was a good attendance, and an appropriate program rendered. This included addresses by William Little, J. W. George, Miss J. K. Miller and Superintendent Hyatt. A well has been sunk, windmill put up and preparations made to keep up the work so well begun."

Richard D. Faulkner, Principal of the Franklin Grammar School of San Francisco, is in Los Angeles attending The Southern California Teachers Association.

Pater—"You are very forward, sir. In my day the young man waited until he was asked to call."

Young Man—"Yes, and now he waits until he's asked not to call."

Jane—"How would you punctuate the following: 'Bank of England notes of various values were blown along the street by the wind?'"

John—"I think I would make a dash after the notes."—*Tit-Bits.*

"What do you think of this kindergarten system of teaching?"

"I have had two boys attending their school, learning to work on card-board full of small holes and make thumb-papers and pictures on the slate. I am paying six dollars a quarter for them to learn what I used to get licked in school for doing. Sure as you live.

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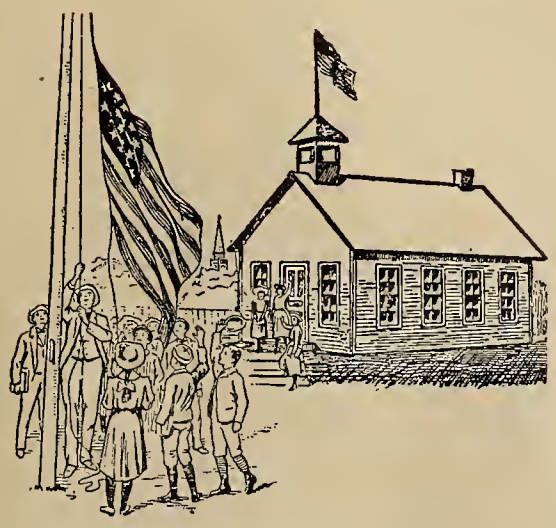
Department of Supervision

Items of Interest for Trustees, Parents and Teachers.



State Board of Education

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SAMUEL T. BLACK.....Supt. Public Instruction, Sacramento
Secretary of the Board
A. H. RANDALL.....President State Normal School, San Jose

E. T. PIERCE.....President State Normal School, Los Angeles

C. M. RITTER .....President State Normal School, Chico

MARTIN KELLOGG.....Pres. University of Cal., Berkeley
ELMER E. BROWN.....University of Cal., Berkeley
Professor of Pedagogy

the journal so designated shall be furnished by the County Superintendent to the clerk of each Board of District Trustees, to be placed by him in the district library. The County Superintendent of Schools shall draw his warrant semi-annually in favor of the publishers of such school journal for a sum not exceeding one dollar and fifty cents per district, for each school year, and charge the same to the library fund of the district; provided that the publishers of such journal shall be required to file an affidavit with the Super intendent of Public Instruction, on or before the tenth day of each month, stating that they had mailed one copy of said journal to the clerk of each school district in the State. It is hereby made the duty of the clerk of each Board of District Trustees and the Secretary of each Board of Education to place each number of such journal in the school library of his district, on or before the end of the month in which such number was issued."

I am of the opinion: 1. That the question as to what does or does not constitute an "educational monthly journal" is one to be determined by the State Board of Education. It is a question of fact and not of law.

2. That there is no provision of the Constitution which would prevent the Legislature from enacting that portion of Subdivision 9 of Section 1521, above quoted, making it incumbent upon the school districts to pay a certain pro rata to the journal so designated, and that, therefore, the law under consideration is a valid one and must be complied with.

Respectfully,
(SIGNED) W. F. FITZGERALD,
Attorney General.

The Biennial Convention of Superintendents

SACRAMENTO, CAL., MARCH 14, 1898.

To County and City Superintendents:

In accordance with the provisions of Section 1533 of the Political Code empowering the Superintendent of Public Instruction to call a convention of County and City Superintendents of Schools, you are hereby notified that the next biennial convention will meet in the Senate chamber at Sacramento on Monday, April 25, 1898, at two o'clock P. M.

There are many important questions relating to the welfare of our public schools to be considered, and it is to be earnestly hoped that every School Superintendent in the State will be present.

SAMUEL T. BLACK,
Supt. of Public Instruction.

THE children of the most remote school districts in the State are entitled to the best teachers its trustees can find. Among the many duties of school trustees, by far the most important is the selection of teachers. For many school boards are of the opinion that they can consider the qualification of only those teachers who apply for the vacant position. On the contrary they should constantly be in the qui vive for live, active teachers, so that when a vacancy occurs in their schools, they will know whom to invite to fill the position rather than wait to be over run with applicants.

They should be in close touch with their County Superintendent of Schools, who can give them valuable information concerning available teachers.

S. T. BLACK, Superintendent.

The Law in Relation to the Official Organ.

February 12, 1898, the State Board of Education, designated the WESTERN JOURNAL OF EDUCATION as the Official Organ of the Department of Public Instruction from April 1, 1898, to April 1, 1899.

Superintendent of Public Instruction, Samuel T. Black, has furnished the JOURNAL with the following official information:

HON. S. T. BLACK, Superintendent of Public Instruction and Secretary of the State Board of Education, Sacramento, Cal.

DEAR SIR:—I am in receipt of your favor of the 8th instant, in which you ask (1) under the provisions of Subdivision 9 of Section 1521 of the Political Code "Is the designation of a literary monthly journal with an 'educational department' a proper designation under said section;" and (2) "Is the provisians directing County Superintendents to draw warrants on the library fund of each district to pay for said official organ binding; in other words, is it compulsory on school districts to pay for the journal designated as the Official Organ of the Department of Public Instruction?"

The provisions of Section 1521 of the Political Code referred to are as follows:

"The powers and duties of the Board are as follows:

"Ninth—To designate some educational monthly journal as the Official Organ of the Department of Public Instruction. One copy of

In Reference to Exchange of Text-Books

HON. SAMUEL T. BLACK, Superintendent of Public Instruction and Secretary of the Board of Education, Sacramento, Cal.

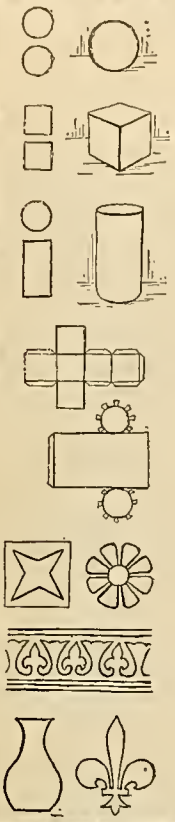
DEAR SIR:—I am in receipt of your favor of the 8th instant, in which you state that you desire to ascertain for the information of the State Board of Education whether or not under the various acts relating to State Text-Books where dealers have purchased books, and where subsequent to such purchase the State has revised several of the books and some of the dealers have a number of copies of the old edition on hand, the State Board of Education or the State Printing Office have power to give in exchange for these old books in the hands of the dealers, their equivalent in value in other books of the State Text-Book Series.

There is nothing in the laws relating to the State Text Series which authorizes any such exchange of books to be made.

Respectfully,
(SIGNED) W. F. FITZGERALD,
Attorney General.

DEAR SIR:—Under the decisions of the law relating to Normal Schools as amended in 1897, the first meeting of the Joint Board of Normal School Trustees will be held at the Normal School, Los Angeles, at 10 o'clock A. M., on Friday, April 8th, 1898.

SAMUEL T. BLACK,
Secretary of the Joint Board.



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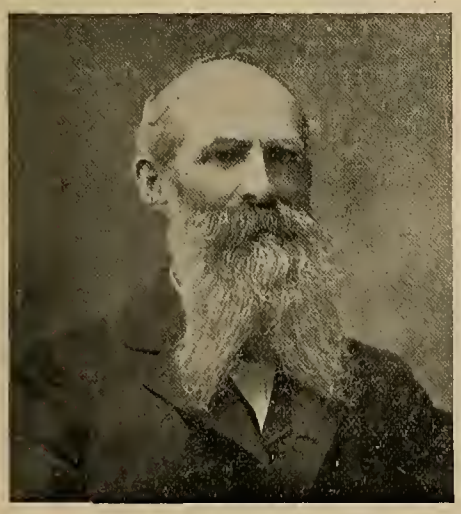

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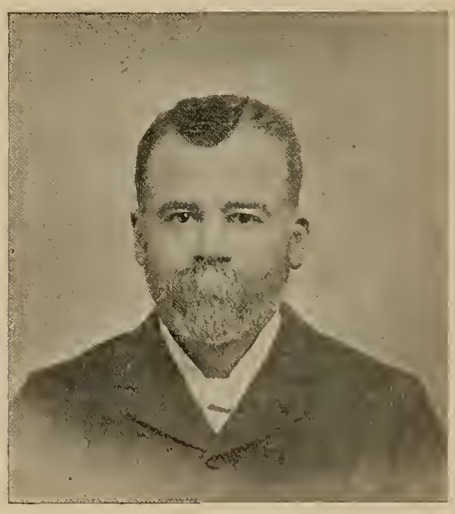

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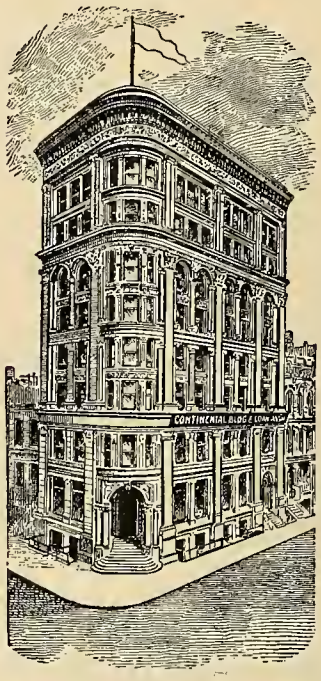

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Assets, Dec. 30, 1896	395,559 44
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Profits to Members during the year	$33,414 58
Loans made during year	437
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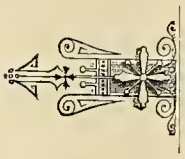

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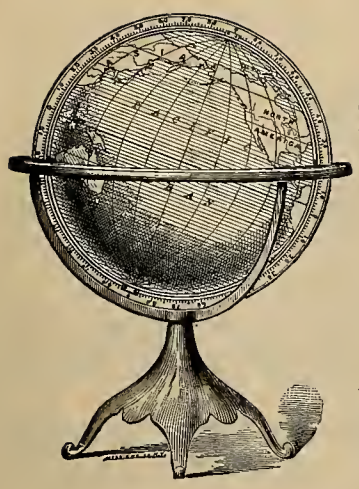

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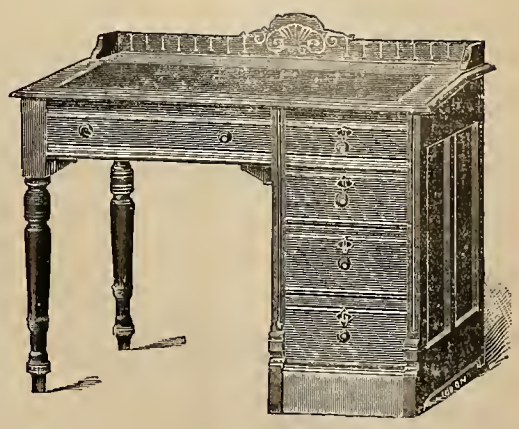

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Name of School Directors?.....
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Double or single?.....About when will you buy?.....
Do you need any Blackboard?.....Any maps?....Charts?....Flag?.....
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Will you build a new school house?.....About when?.....
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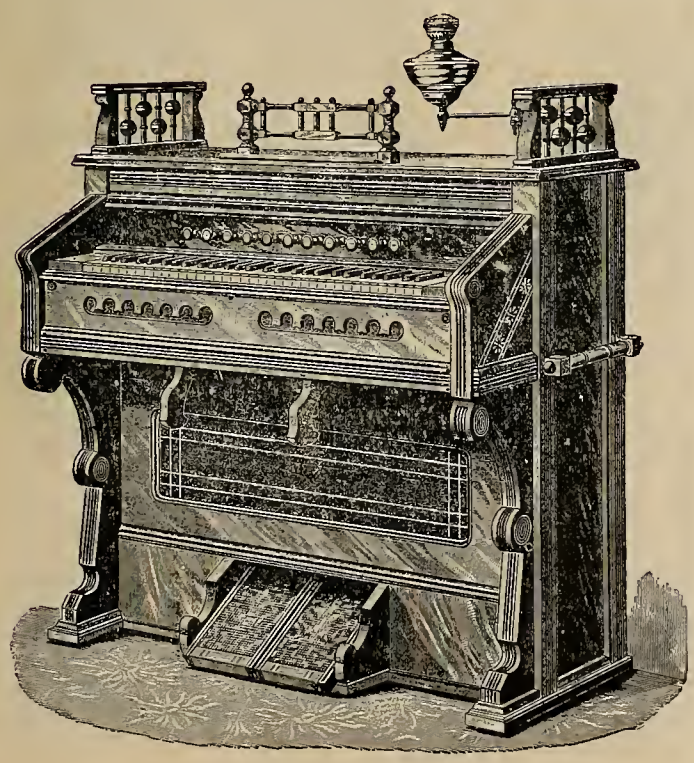

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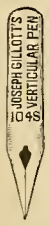

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And the rush and roar of engines, and clanking of derrick and crane—
Thou art weighed in the scales and found wanting, in the balance of God, O Spain!

Behold, I have stood on the mountains, and this was writ in the sky:—
"She is weighed in the scales and found wanting, the balance God holds on high!"
The balance he once weighed Babylon, the Mother of Harlots, in:
One scale holds thy pride and power and empire, begotten of sin,
Heavy with woe and torture, the crimes of a thousand years,
Mortared and welded together with fire and blood and tears;
In the other, for justice and mercy, a blade with never a stain.
Is laid the Sword of Liberty, and the balance dips, O Spain!

Summon thy vessels together! great is thy need for these!
Cristobal Colon, Viscaya, Oquendo and Maria Therese,
Let them be strong and many, for a vision I had by night,
That the ancient wrongs thou hast done the world came howling to the fight;
From the New World shores they gathered, Inca and Aztec slain,
To the Cuban shot but yesterday, and our own dead seamen, Spain!

Summon thy ships together, gather a mighty fleet!
For a strong young nation is arming that never hath know defeat!
Summon thy ships together, there on thy blood-stained sands!
For a shadowy army gathers with manacled feet and hands,
A shadowy host of sorrows and of shames, too black to tell!
That reach with their horrible wounds for thee to drag thee down to hell;
Myriad phantoms and specters, thou warrest against in vain!
Thou art weighed in the scales and found wanting, the balance of God, O Spain.

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NUMBER 5
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Notices of the Institutes of Marin, San Mateo, Nevada, Seattle, and other places will appear in the June number of the JOURNAL.

* *

Professor Elmer E. Brown of the State University and Miss Allie M. Felker of San Jose State Normal are on the program of the N. E. A. which meets in Washington, D. C.

* *

Superintendent Robert Furlong arranged a unique program for his institute. Side by side with the announcement of lectures were the half-tone photo-reproductions of a number of school buildings of Marin county. It is not the building that makes school, but citizens who take pride in a fine school building will not permit the interests of the children to be neglected.

San Francisco Board of Education granted the teachers a holiday on the 2d of May. Why? It is not definitely known. Certainly not because the State is lacking in legal holidays.

* *

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* *

The announcement that the *Atlantic Monthly* had decided not to publish Frederic L. Burke's second article was an error. Dr. Winship's statement caused the comment, and the editor therefore condemned the editor of the *Atlantic* without cause.

* *

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* *

The Civil War never seemed so cruel; its dead never so worthy of the sweetest flowers; its monuments such huge fingers of scorn; its living wrecks so worthy of the solicitude of the nation, whether North or South, and the inserted pages in the history from '61 to '65 never seemed so awful, so soiled with dark blotches of blood, as now, now when the Blue and the Gray march side by side across the levels of Cuba. Yet the civil war wrought for liberty. Yet the civil war gave birth to a foe that will enslave more than three millions.

* *

Samuel T. Black, Supt. of Public Instruction, will be a candidate before the Republican Convention for the place he now holds. His administration has been characterized by activity along school lines. He has traveled thousands of miles to meet engagements at Institutes and other educational gatherings, and has given wholesome advice on the necessity of Trustees' meetings, teachers' certificates, Arbor Day, more Normal Schools and many other questions of vital interest to the schools and the children of the State.

* *

Hon. W. T. Harris and a committee recommended to the National Educational Association certain changes in spelling in all official documents. This is the first great practical step taken, and the editor hereafter will adopt the changes of spelling as recommended by the N. E. A. The writers are therefore not responsible for the spelling in their contributions.

The National Educational Association has recommended for use in its official documents the following:

tho	for though	program	for programme	prolog	for prologue
thru	" through	thruout	" throughout	demagog	" demagogue
altho	" although	thorofare	" thoroughfare	decalog	" decalogue
thoro	" thorough	catalog	" catalogue	pedagog	" pedagogue

English Composition "As it is taught." The editor of *The Popular Science Monthly* makes the following comment on the English in our public schools: An idea of the value of instruction in English writing given in our common and preparatory schools may be gained from the report of the Committee on Composition and Rhetoric to the Board of Overseers of Harvard University. The committee gave out as a subject to the students for voluntary composition a description of the instruction and what they thought it was worth. Thirteen hundred and eight students in the college, Scientific School, and Radcliffe College handed in papers. The most noticeable feature in the papers corresponding with the freshman grade, taken as a whole, is their extreme crudeness of thought and execution; and they reveal various defects in the system of instruction used in the schools from which the writers came. The papers of the next grade were better and showed benefit from instruction received in the previous course, but with evidence of the deficiency in early elementary training still apparent. The work of the writers of the junior class (average age twenty-one years) was satisfactory, but nearly all of them expressed a decided opinion that the instruction given in the preparatory schools in written English is inadequate. All but three of the seventy papers from Radcliffe College were creditable in execution; but none of them indicated any special capacity for observing, or attempted anything in pointing out defects which might be termed a thoughtful solution of them. The papers from the Scientific School were, curiously, "noticeably inferior in nearly all respects." The papers from graduates of normal schools were likewise not what could be reasonably expected from students of such institutions. The chief value of these papers "lies in the indirect or unconscious light they throw upon a curiously heterogeneous system of almost undirected natural growth." They also reveal "what heretofore has been the great defect in the methods of instruction in written English in the common preparatory schools. It has been taught almost wholly objectively, or as an end; almost never incidentally and as a means." In the great majority of these schools "English is still taught, it would seem, not as a mother tongue, but as a foreign language." The committee believes, however, that, taken as a whole, the inferences and conclusions to be drawn from the papers "are distinctly and unmistakably encouraging, because they reveal wherein is to be found the root of the trouble, and indicate the steps now being taken to remove that trouble. It is remarked that while methods of instruction are often unsparingly criticised, schools and teachers are, as a rule, kindly spoken of.

* *

Bouquets from Winship. The genial spirit of A. E. Winship always warms to larger life in the land of the Greater West. He recently made a meteor-like educational tour of three thousand miles of Pacific sea coast, and wrote of the men he met at the Southern California Teachers' Association, as follows:

"I am reasonably familiar with the programs of educational gatherings in all parts of the country, and I can pay no higher compliment from my standpoint than to say that I listened with great interest and profit of my own free will to the ringing common sense of Hon. Samuel T. Black, State Superintendent, who bids fair to be the first official in this office to succeed himself; to the clear-cut, earnest, noble words of President Martin Kellogg of the State University; and to the rugged, heroic, fascinating addresses of President David Starr Jordan of Stanford. Were there fewer men on the program, it would be a personal delight to refer to the scholarly, manly utterances of Bernard Moses; to the keen, invigorating sentences of Professor Jenkins; to the best talk on arithmetic to which I ever listened by J. W. McClymonds of Oakland; to the philosophy of Thomas P. Bailey, Jr., which is always a delight and a tonic; to the theory and practice of that great-hearted, level-headed teacher, J. H. Hoose; to the earnest, judicious utterances of Edward T. Pierce; to the progressive leadership of C. C. Van Liew; to the ever sensible and interesting talks of T. H. Kirk; to the ever sparkling, never wearying wit and wisdom in art of Henry T. Ardley of the State University. President Greeley of Santa Ana won the admiration of all the Southern California Teachers' Association and of the speaker from across the continent by the skill, grace, and vigor with which he directed affairs; but the highest honors should go to the 2,000 teachers, who were always early in coming and late in going, who seemed never to weary from nine in the morning till ten at night, and were not tempted by the fruit and flowers of the suburbs, or the more feminine attractions of the stores that put on their Easter dress to win the teachers' admiration."

* *

Summer Schools for Teachers From Clark University to the ultimate sea the summer school will hold sway. The summer school for teachers is still new. As an institution it is still somewhat uncertain, both as to results and permanency. The teachers, however, patronize the schools, enjoy them, and the growth during the last ten years has been marvelous. The summer schools on this Coast have always been well patronized. Coronado, however, will not be held this year. Pacific Grove School has been reorganized The summer school at Pendleton Oregon, conducted so successfully last year by Supt. J. F. Nowlin will be held this year in June. The summer school of the Hawaiian Islands will be also ably conducted.

* *

The school trustees who, year after year serve the public, and the children of the public, are, with but few exceptions, men of integrity, intelligence, and faithful in the discharge of their duties There is no hope of financial reward, no prospect of official promotion, no personal ambition to serve. The office of school trustee is an honorable, tho thankless one. The selection of a teacher, the appointment of a census marshal, the decision on a question of school discipline, the purchase of supplies, often makes four enemies to one friend. The superintendent who wants trustees who are educated for our rural schools should go a step farther and ask for an educated constituency for his trustees. It is not always the school trustee who is to blame for the selection of a poor teacher. The people are not always blameless.

* *

The celebration of Decoration Day by the school children is important. The sword is not now rusting and the plowshares and pruning hooks are not now manufactured from the armament of war; but it is still necessary to teach a healthy, patriotic sentiment —a patriotism that is broader than one's nation, a patriotism that is as broad as humanity. As Lowell says:

"When a deed is done for freedom, thru the broad earth's aching breast
Runs a thrill of joy prophetic, trembling on from east to west.
* * * * * * * * * *
For mankind are one in spirit, and an instinct bears along
Round the earth's electric circle the swift flash of right or wrong;
Whether conscious or unconscious, yet humanity's vast frame,
Thru its ocean sundered fibres, feels the gush of joy or shame;
In the gain or loss of one race all the rest have equal claim."

* *

The following earnest words by Prof. Elmer E. Brown are worthy the attention of trustees and teachers at this time: "The prime function of a school board is to secure the best teachers that can be got. Modern society recognizes the right of all children to be well taught. And I think you will agree with me that you should not simply plan to get good teachers: the true watchword will be, *Get the best.* Nothing short of that will do."

* *

The report of the proceedings of the Biennial Convention of Superintendents is published in full in this issue. Teachers, trustees and others should study the report carefully, as it is possible that many of the recommendations will become law.

* *

"A lesson in speech has two ends; one to enable the child to express his present mental life, the other to augment that life."

The Southern California Teachers' Association.

A Report of the great meeting held March 30, 31, and April 1st, for the improvement of the teaching service.

The Los Angeles *Herald* of March 30, says:—

"Even the exciting war news should not make the people of this city forget that there are assembling in the city several hundred California educators, for the purpose of attending the meeting of the Teachers' association, which opens to-morrow.

* * * * *

It is a well equipped man or woman, indeed, who can learn nothing by associating with other people and comparing ideas occasionally. A teachers' institute is work, and serious work, too, but it is worth all the time and trouble it costs."

In so saying, the *Herald* but voiced the sentiments of the people of Los Angeles. So zealous, so enthusiastic, and so progressive have been the sessions of the Association, that each is looked upon as an earnest of something even better yet in store. Such is and has ever been the feeling and such the purpose of teachers, whether officers or laymen, and of citizens, whether as entertainers or hearers. No sooner does the newly elected president adjourn the meeting than he begins to formulate plans for the next year. So did President Greeley one year ago; and acting in conjunction with his committees, he had everything in readiness when the time arrived for the meeting of '98. As has been their custom for a half dozen years, the counties of Los Angeles, Orange, Riverside, San Bernardino, and Ventura, held their institutes during the first three days of the week, and then in conjunction with the teachers of San Diego County, whose institute was held last October, they met in Association in Los Angeles, March 31, and April 1 and 2. Those people in the South know just how to make such meetings successful. They don't do it by staying at home while now and then, here and there, one more earnest and more anxious than his fellows attends the meeting. No, they don't do it in that way. They all go; and they all attend the sessions, every one striving to be in on time to get a front seat: and then, they give each speaker such a dynamic impulse that he can but feel the inspiration of the genetic eloquence of his hearers. There are audiences whose frigid reception of a speaker suggests the necessity of an overcoat, and there are others whose manner has both a centripetal and a centrifugal glow which warms the speaker into action in spite of himself. Such an audience as this latter is the Southern California Teachers' Association Of the opening session, the *Herald* says:—

"The First Congregational church was full to suffocation yesterday morning at the opening session of the Southern California Teachers' association. The aisles, vestibules and all available space were occupied by people who stood thruout the program. The lady teachers are to be commended for the unanimity with which they laid aside their hats during the week.

In his "Response to The Address of Welcome" extended by Mayor M. P. Snyder, President Greeley said:—

"It affords me great pleasure on behalf of the Southern California Teachers' Association, at this time to accept the hospitality of the good people of Los Angeles, and to return to you, as the chief executive of the city, our sincere thanks for the kindness. We deem it an expression of the high estimate the people of this city place upon the value of education, and of the high estimation in which they hold those whom they have selected to conduct the educational interests of this section of our great commonwealth. Nor is the hospitality of your city unknown to us. For four years we have met in your midst, and it is well that we should do so, for you have here a High School without a peer; a Normal School equal to any in the State, and a system of manual training under the supervision of an executive whose superior we do not find. Permit us to express the hope that the presence of so many educators in your midst may leave an impress upon the community, that may in some small degree compensate for the liberality with which we are received. We may come together that we may compare notes, and adopt more efficient means for the advancement of all the interest pertaining to educational matters; that the knowledge of the successes and failures even of our associates may aid us in our work.

It has been the custom in the past for the presiding officer to present a formal address. The executive Committee this year, however, has made a number of changes in the programme, and none of these I am sure will meet with more commendation than the one whereby the president's annual address is omitted."

Doctor C. C. Van Liew who has come from the East to the Los Angeles Normal School within the last year, was greeted with marked appreciation during the meeting. After the formal opening, he was the first speaker, upon the subject,

SOME DIFFICULTIES IN THE PRESENT DEVELOPMENT OF THE COMMON SCHOOL CURRICULUM.

He said in substance:—

"There is a doubt prevalent among educators whether the present curriculum sufficiently represents the intelligent thought of the day. This is manifest in the unrest that gives point to the present discussion, whether there may not be room for improvement The difficulties cited in the present development of a better curriculum come both from without and within the influence that comes from patrons opposed to change and the conservatism of teachers who dislike to use new methods. In the end the improvement must lie with the instructor. The teacher needs a deeper insight into a few things by special training, and the normal school must give opportunity for departmental work. When a new idea has been pushed, abundant evidence is given that the public easily becomes apprehensive of modern educational undertakings. But when education becomes too exclusive, it is time for it to retire from the public gaze."

Superintendent Greenwood of Kansas City and Dr. Ross of Stanford University were unable to be present. Professor J. H. Hoose, professor of pedagogy in the Soutdern California University spoke upon

CIVILIZATION VS. THE CHILD IN EDUCATION.

He said:—

"The child is born into civilization and into the grasp of positive and relentless forces. These lie in the institutions into which he makes his advent. Civilization first takes the form of the baby clothes in which he is dressed first, long skirts, then short ones and then no skirts at all. He finds himself a subject of government, compelled to obedience by governmental form. He is only a passenger in the car of progress. Civilization is a positive force by and thru its institutions. Archaic society was seated upon custom and remained stationary. Custom has been and still is the powerful force that conserves the law of change. Modern thought asks 'Is the old way the only way to conserve force? The child is endowed with positive force that make up his individuality and personality. The traits originally inherited make up his individuality, those differentiated from inheritance make up his personality. Personal traits are conditioned by environment, and if ever culture carries with it mental status and conditions it must carry with it a moral and social attitude. Man cannot be emancipated from himself and from civilization."

It is often the case that programs are too long. This could be avoided by inviting speakers to occupy each a fixed time in the discussion of subjects or by asking each the length of time wished for his discussion, and then by adhering to the time determined upon. Instances are not wanting in which speakers, from a distance, have been almost or wholly excluded either by too lengthy debate or by too lengthy programs. Professor C. A. Dunniway of Stanford University in his discussion of

AMERICAN HISTORY IN THE RUBLIC SCHOOLS

was confined to too little time. He said in part.—

"Teach it because it is a body of knowledge that is worth knowing. It is of value in a democratic country where every man and woman is interested in government. It is only a generation that there has been a professorship of American history established in any of the universities of America. When the colleges have been so neglected it is not to be wondered at that the public schools have neglected it. It should be taught because it conveys practical lessons of inestimable value in the forces of government. If it were well studied, with what feelings of repulsion would one have listened to the admonition from the platform to 'be loyal to bosses and to treat voters to soft drink and beer.' Bossism we would have learned from American history is not leadership."

Ex-Superintendent G. W. Beattie, of San Bernardino County read a very valuable and able paper upon

THE STATE CONSTITUTION AS RELATED TO THE RUBLIC SCHOOLS.

"He reviewed the history of the formation of the present state constitution and the influences that shaped it, more especially as it relates to the public schools. The argument of the paper very forcibly presented was a proposed change in the constitution to provide for state aid to high schools. This can be done by a different apportionment of funds already devoted to the maintenance of those of the lower grades.

Profeseor H. T. Ardley of the State University gave a lecture upon

DECORATIVE AND INDUSTRIAL ART

in the course of which he said:—

"We want useful citizens as well as educated ones, whose mind and

hand, when educated together, are the factors of everything useful and beautiful that we enjoy.

"The first step to industrial art is freehand drawing, and should be taught in all our schools. It is useful in every occupation and indispensable in many. To make it useful in industrial art work, it must be followed by a systematic study of design and historic ornament. When art and industry are joined together the crude materials of a state must reach their highest market value, and political economists all agree that a State's lasting prosperity depends upon this uplifting of her raw material to its highest value.

Doctor E A. Winship of the *New England Journal of Education* in an address upon

TRAINING AS A FACTOR IN EDUCATION.

said:—

"Our boys and girls must be trained for leadership and to a realization of what leadership means. They must realize that when this country is swept by great movements, as it is likely to be at any time, whether it be humanitarian, industrial or financial, they may be ready for the leadership the hour demands. Let us educate them so that the leaders in government may feel that our educated men have such poise of character that they are ready for any emergency, equal to any demand.

Doctor Julius Goebel of Stanford University delivered an eloquent address upon

THE REFORMER OF PRIMARY EDUCATION IN GERMANY AND WHAT WE LEARN FROM HIM

which he summed up in substance as follows:—

"The tendency toward reform in this country indicates that we do not possess what we should have; we are running after fads and ideas but we do not have the self-poise we need. The great educators did not have to wait for the psychologists. In the writings of Diesterweg teachers will find a mine of information, which if followed shall educate a nation with which no other nation can compare.

Professor Bernard Moses of the State University gave a strong lecture upon

THE NEGLECTED HALF OF AMERICAN HISTORY

in the course of which he said.—

"American history in its correct sense embraces all attempts at federated government in this country; the study in school embraces but one part of it. There is a reason for doing what we do in historical study, but no reason for not doing more. We emphasize the history of Europe, because these nations are our antecedents, but there is no event comparable with the discovery and settlement of America. It is here that the student finds the proper field for his investigation. In the future Europe will be the study of European students, and those of America will find their own themes worthy of their highest power."

Doctor Thomas P. Bailey of the State University, tho sick, left his bed to give one of his characteristic lectures upon

ETHOLOGY AND CHILD-STUDY.

"Ethology is the science of character. And to study this intelligently it is necessary to be informed on the sciences as well as to be a close observer of the child in the school room. Let the teacher gain her information by entering into the child life. The time is coming when a broad, comprehensive, and deep science of character will underlie all education. It is not coming from people who can prove everything by figures or diagrams, but it is coming slowly and toilsomely, with the help of philosophy, art and science, with the help of every teacher in the land."

THE FUR SEAL IN NATURE AND DIPLOMACY.

Readers will not ask the name of him who spoke. Upon this subject one may with propriety use the superlative by saying that there is a highest authority. Of course that means Doctor Jordan.

"The fur seal is not a true seal, but more nearly related to the bear, and its habits in coming to and leaving the rookeries. When the United States bought the islands in 1868 the Alaskan Commercial Company was allowed to kill bachelor seals, which have the finest and most valuable fur, then worth about $2 a skin. The English made discoveries in coloring them, and so enhanced their value and beauty that they became the fashionable fur garments of the world.

"The fur seal came into diplomacy in this way: When the skins became valuable the Indians and Canadians began to kill the females out at sea; then men in San Francisco fitted out schooners, put the Indians on them, armed with shotguns, and 30,000 a year were killed, not counting the pups. It told materially on the herd, and the Alaska company, toward the end of the lease, began to kill younger animals, which are just as good fur, tho the skins are smaller. The females went to Bering sea, instead of the old grounds, the pups starved to death, and all this told on the herd to the amount of 600,000 animals yearly. The United States complained that England was stealing, and when she refused to pay attention to the complaint, we siezed her vessels out at sea. That turned a thing that was absolutely right into a wrong, and was a foolish procedure."

THE CERTIFICATION OF TEACHERS.

State Superintendent Samuel T. Black was the speaker. Among other points discussed, he found that the State normal schools are graduating about 350 students every year, and competition is becoming keen among teachers. The evil resulting from this is being first seen in the cutting down of salaries in the rural districts, and as a consequence instead of the best teacher being obtained, it is the cheapest one. He urged that such changes be made as would give the teacher standing without handicapping, and he also advocated the ignoring of certificates from other States unless properly provided for, and this for the reason that in some states certificates are given for the asking, without the years of patient preparation required in this State.

The last speaker was President Kellogg of the State University who took for his subject

BANNER LEGENDS FOR THE YOUNG SCHOLAR.

"I believe the elevator is not always running, and one must be ready to embrace every opportunity that offers. Then there is so much danger of sordidness creeping in. So many immense fortunes have been made—accidently for the most part—that millionaires form a class by themselves. Another motive that may inspire the young is to make a name for themselves; to be distinguished. Such a feeling is strong in the human heart, and is not to be disparaged. In this country there are no class distinctions to be broken down, and it is a laudable thing to look forward to making a name, but here also is danger of degradation. Selfishness may be developed, and a boy concentrating his gaze on what he desires may let in the canker that will corrupt his life.

"The national conscience of the country may be ragged in places, but it is overlaid with other consciences until after all, it is a pretty good conscience. But we must remember, 'Physician heal thyself,' and if there is not an obedience to the golden rule, there will grow up a selfish greed."

This summing up is of the general sessions only. The section work was not less interesting. However, nothing short of a publication of the entire proceedings would suffice to give an adequate comprehension of the actual work done.

A resolution of respect to the memory of the late Prof. Ira More was adopted.

A number of suggestions as to the work of future sessions were made in the form of resolutions.

The officers elected for the ensuing year were as follows:—

P. W. Kauffman, Ventura, President; J. D. Graham, Los Angeles, first vice-president; J. C. Boyd, Riverside, second vice-president; J. B. Monlux, Los Angeles, treasurer; G. H. Chilcote, Los Angeles, secretary.

P. W. Kauffman, in a brief speech, expressed his thanks for the honor conferred upon him, rapped his gavel; and another chapter in the educational history of California was complete.

CUBA

On her war beleaguered Island
  Cuba stands and fights alone.
And her awful cry for freedom
  Shakes the glory of a throne.

Stands beside her ruined altars
  Flame and sword engirded round,
Sees her maidens torn from shelter,
  Sacrilege on holy ground.

Flame and sword and desecration
  Wrongs that Satan's self abhors,
All the barbarous, shameless, nameless
  Savagery of civil wars.

O ye synod of the nations
  Shall you to this struggling land
Give no sign of recognition,
  Raise no voice, uplift no hand?

Vain your teaching, false your preaching,
  While yon royal flag of Spain
With the cross of Christ upon it
  Reeks above such fields of slain.

—*Madge Morris.*

Pacific Grove Summer School

The most notable summer school of the West will be held this year at Pacific Grove by members of the faculties of Stanford and the University of California. A full announcement will be given in the June issue of THE JOURNAL, or better still, write to R. L. Sanwick, Pacific Grove, for circular.

J. P. GREELEY,

Superintendent of Schools of Orange County, and President of Southern California Teachers' Association, '97 and '98.

P. W. KAUFFMAN,

Principal of the Ventura High School and President of the Southern California Teachers' Association, '98 and '99.

The Chico Normal School.

BY MISS MAY KIMBALL.

Every institution of learning has its particular trend towards philosophy, theology, medicine, law, tactics of war, or general culture, but the stratum upon which the Normal course is built is a living sentient reality —the child. The child is the only central idea, and to provide for his future development the embryo teacher is trained, his own mental faculties and discernment are developed by theory and practice to expand, in the most natural way that art can devise, the faculties that God has folded in the mind of this most beautiful of his creation.

No students can come to us from the lower schools without feeling this pervading influence. Where his course before has tended solely to develop the ego, here a new element is introduced, here studies and lectures broaden his own personalities to touch others. It is given to him that he may give.

The Normal student should lay a firm deposit of good health. The nerves must be held in control, the general tone of the body developed by proper food and exercise. The State exacts a certain amount of work from its teachers and it has a right to demand perfect physical condition. The Normal school is no place for the weak, the lame, or the blind. If students are to do their duty to the State they must not only be the best types of manhood and womanhood, but must be physically strong and healthly. Irritability, languor, and nervousness have their reflex action on the minds of the pupils and thwart the best methods.

Then he must lay a good stratum of self-government. "He who ruleth his own spirit is greater than he who taketh a city," and the student will find many little cities within and without his future schoolroom—temperaments, heredity, and home environment that make his pupils what they are, and perhaps bigotry, narrow mindedness, and criticism from his trustees and patrons, Truly he needs to control himself with a steady hand,

Self-denial comes next,—the capacity to give up the seducing pleasure if it draws him away from his line of work. The strength to say "No," to all circumstances that will imperil his reputation as a teacher.

And last of all he should lay a firm faith in the dignity of teaching. Honestly believe that it is a profession, the peer of its fellow professions of medicine and law, and not a make-shift to furnish the money for something else, or a pleasant by-way in which to tarry until Prince Fortunatus comes. The successful teacher will love his work. He will ever strive to advance, to grow, that he may make no mistake in the important task of shaping the minds and hearts entrusted to his care,

With such ideals permeating the students to an extent they never have felt before the year for the Chico Normal has been one of rare prosperity and success.

The daily work of the Normal' from eight thirty o'clock in the morning until four o'clock in the afternoon, is characterized by a push and energy that means a foundation for the true teacher is gradually but surely being laid.

The library is a busy room every day. It is thronged with student searchers during the open hours. Carefully selected volumes are found upon its shelves, and these with the best magazines and papers are ever accessible to the students.

One of the most interesting departments to the students as well as the teachers, is the clay modeling room. Busts of the students and teachers stare one in the face upon entering the room, sundry hands, fingers, and all kinds of interesting objects repose peacefully in their damp beds of clay upon the desks and tables in different stages of completion.

The Sloyd Department established this year is doing good work and is much delighted in by the students.

The chemical, physical, physiological, botanical, zoological and microscopical laboratories are thronged each day by earnest students doing individual work. Each department is well stocked with the necessary apparatus and our laboratories are fast becoming centers for thought and learning.

Many changes have been made in the Museum during the year. New specimens have been added. The cases have been altered and placed in different positions giving the department a wider and loftier appearance The Museum is used as a room for study, for work, as well as a room for the collection and exhibition of specimens.

The students of the Chico Normal have much to congratulate themselves upon.

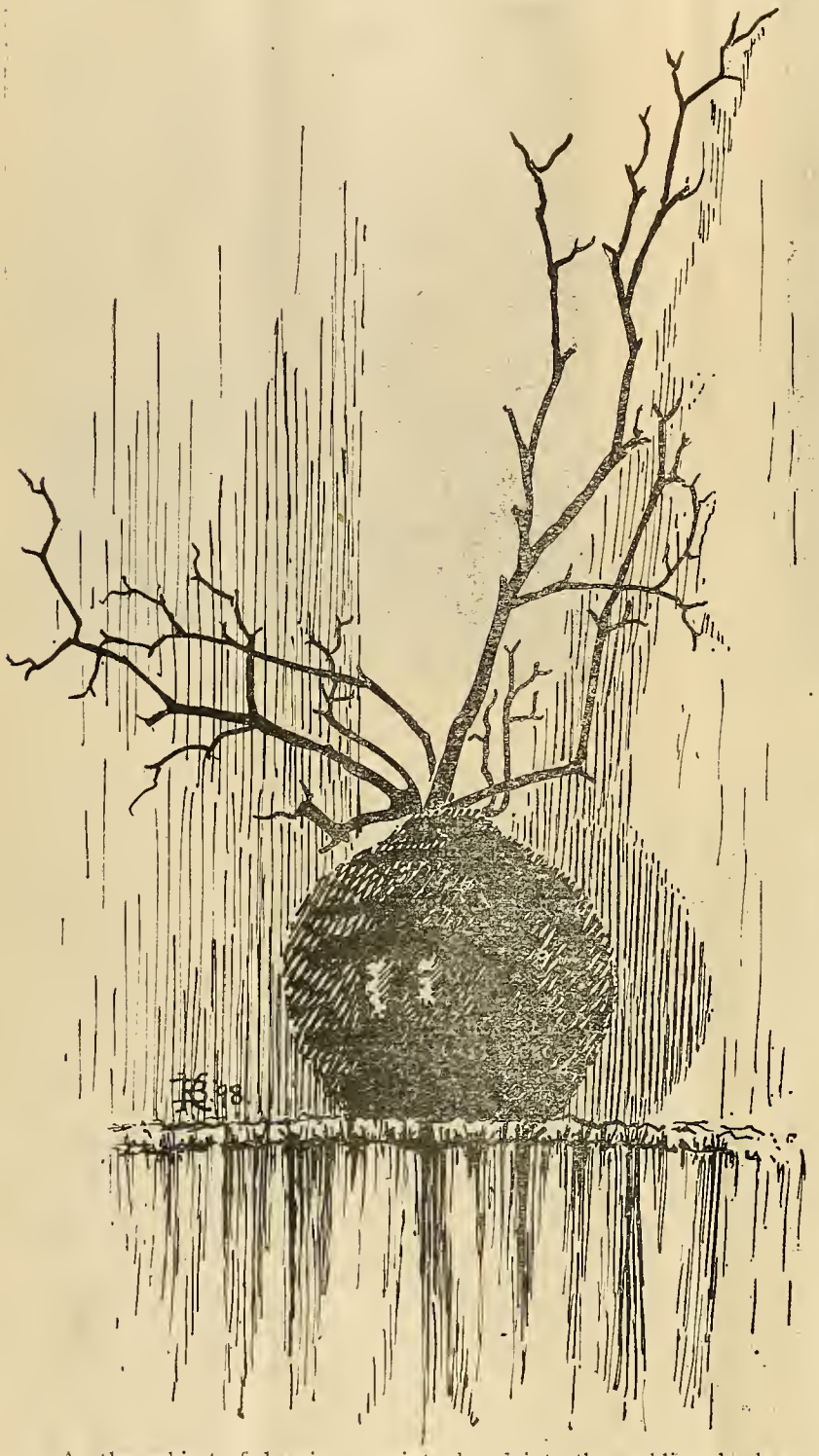
Our school is pervaded by the highest professional spirit. Our graduates have made good records. We are surrounded by the loveliest natural scenery. Our fine commodious building, and beautiful grounds, with its tennis courts, and fields for athletic sports offer comfort and health for the body.

With such a man for president as Carlton M. Ritter, a real Normal instructor, there is no question of success.

On this stratum we build and the Chico State Normal in influence and prestige stands second to none in the State.

A SUMMER SCHOOL EPISODE

BY KATHERINE M. BALL



As the subject of drawing was introduced into the public schools as much for the purpose of education in art and the formation of taste as it was for the purpose of teaching drawing, it is but reasonable in planning a course of instruction that will give teachers a comprehensive view of the subject and will enable them to know something of the spirit as well as the letter of the work, that some provision should be made for the study of both industrial and fine art products.

So in planning a program for my summer school in drawing last year, the mornings were given up to good hard study of the subject matter, with all its technical features, while the afternoons were spent in what appeared to be but picnicing but which in reality, tho of an entertaining character, was the most practical kind of study For not only did we devote some time to out door sketching, taking delightful jaunts to the beach, to the Park and to the hills, bringing back with us dainty bits of nature on our drawing pads, but we spent a number of half days learning all we could in our limited time from an inspection of such things as only the advantages of a cosmopolitan city like San Francisco can afford.

We made a special study of the varied contents of the museum at the Park, carefully examining statues and canvases, bronzes and porcelains, lacquers and ivories. The mummy case of ancient Egypt with its symbolic decoration, the Greek sarcophagus with its simple, graceful pattern, the soft lustered wrought iron gates from Germany, the graceful empire secretary with its delicate parquetry, the Russian sleigh of unique design, the sedan-chair, the jinrickisha, the Indian baskets and many other things were scanned with critical eyes. All constructive shapes, decorative design, color combinations, adaptability of beauty to purpose and to meaning of pattern were thoughtfully considered.

At other times we visited our Japanese, Chinese Turkish and Mexican stores where thru the courtesy of obliging salesmen we were permitted to handle and study the different wares, thereby learning the principal characteristics as well as their commercial and art values.

One afternoon was spent at the home of Mrs. George Ripley, a lady who lectures most charmingly on the potter's art; and at another time Mr. Bengnat, a dealer in Turkish goods, kindly unpacked some of his trunks and showed us a number of his most cherished rugs, tapestries and embroideries.

Nor did we neglect the study of architecture. We gave some attention to the different styles and examined such examples as we encountered in our jaunts, while at the same time no scheme of interior decoration was allowed to escape us in any of the buildings that we visited.

In all our little excursions we had very enjoyable times; but the one which we will never forget was our trip thru Chinatown.

Now Chinatown has many visitors for there are many novelties there, but it is not accustomed to receive people in such numbers as would be occasioned by the visitation of a summer school; and as we blockaded sidewalk after sidewalk or filled up one shop after another, we became conscious of an undue Mongolian excitement.

Chinamen are generally very placid and always harmless, but as we saw their be-queued heads emerging from doors and windows and the streets darkened by their shadows, we were not quite able to determine whether the interest they manifested was due to our peculiar appearance or to an anticipation of probable sales which were never to be realized. They were not long in discovering who was piloting the company and the questions in their glittering eyes were upon several occasions supplemented by "What is it?" addressed to me. I told them it was only a summer school that had come to study art in their wares; and as soon as they learned this they became very attentive and did all they could to help us.

Chinatown might not be considered the art quarter of the city, and we did not expect to find a Menche's statue mark the entrance to Dupont Street nor a Corot's canvas grace the walls of a Joss house, but we did know that there we might find much that was attractive, interesting and suggestive to the art student.

Its buildings, originally American, now reconstructed for Chinese use, with quaint Oriental balconies filled with strange shaped jars and jardinieres containing foreign plants; their funny little moss-covered

r regular by slanting roofs projecting over the sidewalks; their picturesque doorways decorated with highly-colored lanterns and signs of black with gold ideographs that speak of business pursuits, together make a fine background for the gaily-clad company of celestials who roam thru its thorofares and form a picture that has enticed many an artist from his studio.

But all is not lovely in Chinatown. There are odors that distract attention from bright colors and novel sights, odors that one is never likely to forget.

A compound of the smells of opium and punk with that of decaying vegetables and animal matter, in which grease is very prominent, every where pervades the atmosphere, for in Chinatown the meat market, with its smell of oil boiled fowl is very apt to adjoin the drug store where untold mysteries are compounded, and these two reciprocate in exchange with the grocery next to them and in turn generously permit their neighbors, the art dealers, to share in the general supply.

While every establishment has odors peculiar to its wares, in addition and mingling with them are always the fumes of opium and punk. For all Chinese smoke the drug and every place has its shrine erected to Joss where this fragrant tinder is ever smoldering. A strange order of things is there where two such opposing elements contend for supremacy, where innocent spiritualized incense, symbolizing the good and the true, struggles to overcome the poisonous poppy vapor and seeks thru mediation to propitiate the gods for the sins of indulgence of these inconstant followers of Confucius.

But in our enjoyment of the new sights the unpleasant features receded into the background and were soon forgotten, for our attention was taken up with the interesting wares of the shops.

Most of the Chinese merchants that deal in curios, handle Japanese goods, but these goods are of Chinese selection and of the quality that are generally made for the American market, consisting of highly and crudely colored products. The Chinaman's standards of beauty are somewhat different from the generally accepted canons of taste. Only new things having definite form, positive color and high finish have any commercial value in his estimation. The excellent examples of Japanese art, having the rich coloring of subdued and broken tones of complimentary hues consistently juxtaposed, that accidently get into his stock, are to him but faded and undesirable products which he considers unsalable, and which he is very apt to dispose of at a very low figure.

It was owing to this phase of the Chinese character that I became the possessor of a most lovely piece of uncut velvet, paying only two dollars for what cannot be duplicated in our American Japanese stores for less than twenty.

While there is much in every store that is without interest after a first visit, there is much that is of an educational character, so in a short time we had learned to detect a Cloisonné vase or a Satsuma incense jar, a Raga cup or a Canton plate. We learned something of bronzed gongs and tea kettles, of ivory carvings and inlaid goods, of quaint kakemonos and shapely lanterns—in fact of wares innumerable which speak to us of an appreciation of beauty and a skill of hand that is foreign to the majority of our own people.

The desire for possession generally follows appreciation and the next step is to make a collection. No matter how small the beginning, it marks the entry into a new line of thought, and gives the individual another resource for enjoyment. To go without a dinner in order to possess a fine piece of ware, is no uncommon experience for the impecunious lover of pottery.

Again, events took their natural course and very soon, the majority of our party were package-laden.

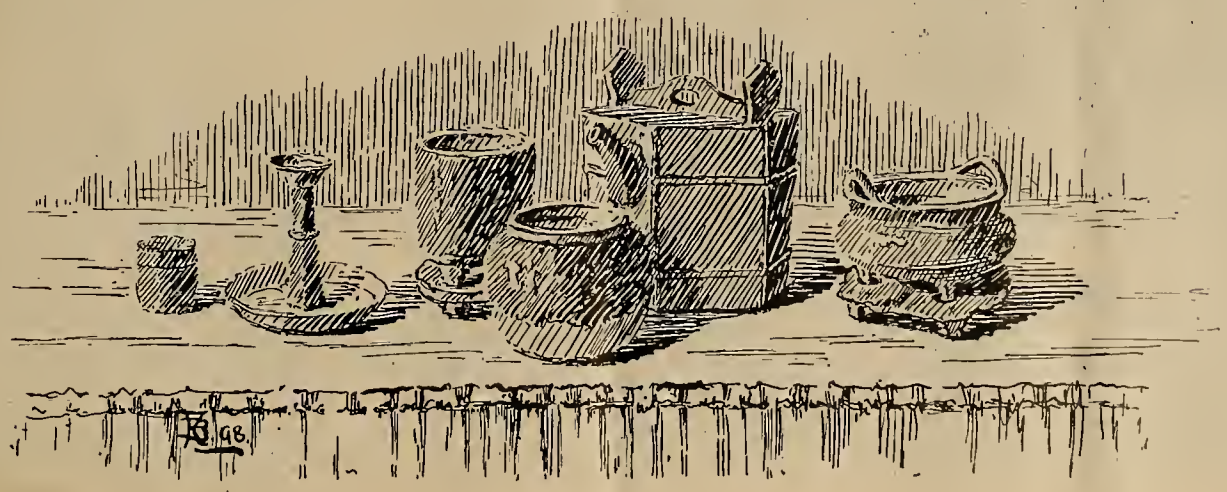
Then, as the company consisted largely of teachers, and as one of the questions of the day relating to educational art, in which teachers are interested, is *school room decoration*, it seemed but fitting that some of the expenditures should be made to this end; so I called attention to a line of jars and jugs of very crude but picturesque Chinese earthenware in which canned fruits and meats are brought to this country; and inasmuch as these same jugs and jars are of no special use after their contents are consumed, they may be procured for a mere pittance. They consist of quaint and unusual shapes, some of which are colored in brown, russet or pearl gray, while others are a normal green or a turquoise blue, and many are picturesquely covered with wicker-work.

Just as I was expatiating upon the interesting qualities of these wares, we came upon a sidewalk nearly covered with what is known as the sweet melon jar, the very one I had been seeking. Its spherical shape, its large size and its rich brown color making it a very effective decoration in a school room.

Usually these jars are kept for artists who like them for their studios; but upon this occasion there were so many, that the dealer was more than anxious to get rid of them, so upon my inquiry as to whether they were for sale, he told me we might have them if we would carry them off; and to facilitate matters, supplied us with paper so that we might not soil our hands.

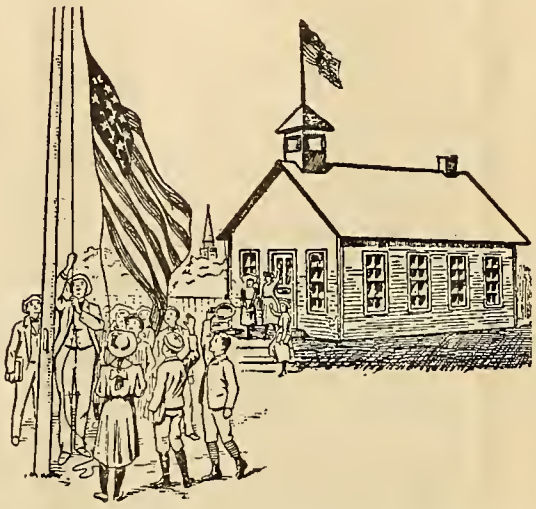
Thereupon, figuratively speaking, we fell upon the jars very much to the amusement of our Mongolian friends, and as we walked along the narrow sidewalks, wending our homeward way, we presented rather an uncommon picture. Imagine a merry party of pedagogues, the majority carrying large and apparently dirty jars, proceeding single file up a hill. The little German band or the hand organ scarcely attracts more of a crowd of followers than did this summer school. The Chinese enjoyed it immensely. They rushed from their shops at a given signal to see the procession, and guyed us every step of the way. In their amusement they would look inquiringly at the jars and then at us as much as to say, "What do you want with those ugly, useless things?" and more than once we heard in their pigeon English, "What you do with him?" to which upon one occasion an Irishman volunteered the information that we worked for a baked bean factory and were carrying home a supply of jars.

'Tis needless to say that we had a very enjoyable time, and as a result there are a number of school rooms in which a sweet melon jar containing some arrangement of branches decorates the corner of the room, and is the means of recalling to its principal occupant a most delightful afternoon in Chinatown.



Department of Supervision

Items of Interest for Trustees, Parents and Teachers.



State Board of Education.

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President of the Board
SAM'L T. BLACK, Supt. Pub. Instruction, Sacramento
Secretary of the Board
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C. M. RITTER,.....Pres. State Normal School, Chico
MARTIN KELLOGG, Pres. University of Cal., Berkeley
ELMER E. BROWN,.....University of Cal., Berkeley
Professor of Pedagogy.

OFFICIAL NEWS.

Applicants for primary grade certificates must pass a satisfactory examination in *all* the branches mentioned in Section 1772 of the Political Code, and county boards of education have no power to add other branches to the list. As the grammar grade certificate includes the primary grade, it seems clear that applicants for this grade of certificate must also pass a satisfactory examination in the branches referred to in Section 1772.

Census Marshals.

While the time for taking the school census extends from the fifteenth to the thirtieth day of April, only such children as were residents of the school district on the fifteenth are to be enumerated. Should a family move from district "A" to district "B" *between* the 15th and 30th of April (that is, change residence as contemplated by Section 52 of the Political Code), the children of such family are to be enumerated in district "A," and not in district "B." Census marshals ought to enumerate full orphan and abandonod children in orphan asylums located in their school districts; they have no authority to enumerate half orphans in said asylums, as such children are enumerated in the district where the surviving parent resides.

Duties of Trustees.

The most important duty of boards of school trustees and boards of education, as was said last month, is the selection of teachers. Next in importance is school visitation. Subdivision 19 of Section 1617, makes it the duty of each and every member of boards of trustees and boards of education To visit every school in their district at least once in each term and examine carefully into its management, condition and wants."

Holidays.

A teacher has no power to change the date of a legal holiday. Certain days are set apart by the representatives of the people as legal holidays for a specific purpose, and such days ought to be observed by teachers and pupils in the spirit that prompted the lawfully constituted authorities to declare such holidays. Should a holiday occur on a regular school day, no portion of the teacher's monthly salary is to be deducted on account of the holiday.

Normal School Graduates.

Graduates of California State Normal Schools are entitled, under Section 1503 of the Political Code, and a late decision of the Supreme Court, to grammar grade certificates at the hands of county boards of education. Such graduates cannot, however, teach on the strength of their diplomas; they must first secure the certificate before they can lawfully teach in the public schools of the State.

Sacramento, Cal. April 15

To School Officers and Teachers:

It becomes my duty to inform you that Mr. Seaman, who has served the State so faithfully and efficiently for upwards of three years as my deputy, has been called to the Chief Deputyship in the State Library which position he has thought best to accept.

While I regret sincerely the loss of so competent an officer, it gives me pleasure to announce that he has been succeeded by my personal friend, Mr. B. J. Watson. Mr. Watson has been a teacher and County Superintendent of Nevada County, State Senator for four years, Naval Officer of the port of San Francisco, Port Warden, and is a newspaper man of ability. His experience eminently fits him to render County Superintendents, teachers and the cause of education valuable service.

Sincerely,
SAMUEL T. BLACK,
Supt. Pub. Instr.

Are Superintendents Entitled to Hotel Bills?

HON. SAMUEL T. BLACK, Superintendent of Public Instruction, Sacramento, California.

DEAR SIR:—I am in receipt of your favor of the 8th instant, in which you ask: "Are County Superintendents of Schools entitled to necessary hotel bills under Section 1552 of the Political Code, while visiting the schools of their counties?" The Section in question provides that:

"Each County Superintendent shall receive his actual and necessary traveling expenses, said expenses to be allowed by the Board of Supervisors, and to be paid out of the county general fund; provided that this amount shall not exceed ten dollars per district per annum."

I am of the opinion that the "necessary hotel bills" can be allowed under this Section subject to the limit as to amount prescribed by the section.

Kirkwood vs. Soto, 87 Cal., 394.

Respectfully,
(SIGNED) W. F. FITZGERALD,
Attorney General.

For Decoration Day.

The Educational Publishing Compay has just published for Decoration Day and other patriotic occasions, "Silvery Chimes of Patriotism." Price, 15 cents. It is an excellent thing for teachers and schools and the editor of THE JOURNAL has examined it and takes pleasure in recommending it as a timely and excellent publication. Send 15 cents for sample copy to Educational Publishing Company, Flood Building, San Francisco, Cal.

Golden Eagle Hotel.

The Golden Eagle has been the battle-ground of State politics for years. One of the great advantages of Sacramento as a Convention city is in the fact that the Golden Eagle forms a meeting place for everyone. Here the crowd meets and elbow touches elbow. The Golden Eagle is well managed by Gray & Titus, experienced and accommodating hotel people. The hotel is not only popular with the politicians, but also with the traveling public, tourists, and others. Sacramento, with its improved streets, big hall, capitol building, central location, and the Golden Eagle Hotel has advantages over any place in the State for the great conventions.

A New School History.

The Stone Educational Company announces the immediate publication of a Brief History of California and a series of California History Stories by Theodore H. Hittell. Both will be for use in schools. The former will contain an introduction and suggested correlations by Richard D. Faulkner, Principal of the Franklin Grammar School. The plan of this Brief History of California is substantially that of Hittell's History of California in four volumes. It will consist of twelve similar subdivisions or books, the titles however, differing slightly from those of the larger work. It is the intention that it shall be of convenient size, and contains between five and six hundred pages. It will be adapted for use in the sixth, seventh, eighth and ninth grades; but to give Boards of Education the widest opportunity in its grading it will be issued in three separate volumes under the titles of its twelve subdivisions or books. It will also be issued in four parts. A part will consist of three of its subdivisions or books, and each of the four parts will be designed for a separate grade. The series of volumes of California History Stories will be adapted to fourth and fifth grades.

SCHOOL DEPARTMENT.

EDITED BY CHAS. H. ALLEN.

Following the plan indicated in the previous number two articles were prepared, designed to be included in this department. "Talks about Water" No. 1, was to be first and the selection from Towle's "Heroes and Martyrs of Inventions" was designed for the second. The ordinary difficulties attendant upon a new arrangement prevented their presentation in that order.

It is the purpose to continue the "Talks," not only about water but about plants and plant-life. Should these articles awaken an interest in these subjects, and it is sincerely hoped they will, suggestions or questions relating to either of them will be very acceptable.

Whenever possible the simple experiments suggested should be performed, as seeing a result is far more striking than hearing about it. The Talks will by no means exhaust the subjects, and an intelligent, active teacher will find much supplementary work, suggested by the articles, to be done.

Talks About Water No. II.

The experiments given at the close of the last talk about water were designed to show you some of the ways in which water becomes impure, for you remember that we rarely find pure water.

As has been already said, water dissolves many things, and warm water dissolves most things more readily than does cold water. The lump of sugar will dissolve much more rapidly in a cup of hot tea or coffee than in a glass of cold water. Because water dissolves so many things it is called a solvent.

When you put the lime into the water the mixture seemed milky for a time, but finally the lime that was not dissolved settled at the bottom of the vessel, leaving the water very clear. A part of the lime had been dissolved, and what you poured off (decanted) was lime-water.

In your physiologies you have learned that the breath that we send out from the lungs contains a little water, and perhaps some animal matter, together with a large proportion of carbonic acid gas. The proper name for this gas is *carbon dioxide*, and its symbol is CO^2. This symbol will be used, and you are to remember that it means a gas containing two parts oxygen and one part carbon.

When you forced your breath into the lime-water the CO^2 in the air you exhaled united with the lime, forming carbonate of lime, or marble dust, making the water milky again. Continuing the breathing thru this milky water, it soon became clear, and was hard water. Another part of CO^2 was taken up by the water, and it then dissolved the marble dust, so that the mixture became again clear.

Lime water is very different from hard water, having a strong alkaline taste. The hard water is carbonate of lime-water. When hard water is boiled a part of the CO^2 is expelled and the lime, which then becomes free, is incrusted on the bottom of the vessel. These changes are very interesting when understood.

In the second experiment, when you boiled the water, you noticed the little bubbles formed on the bottom of the vessel, and that they, one after another, came to the top and burst, allowing the gas they contained, mostly CO^2, to escape. This drove the CO^2 out of the water, making it more nearly pure. But this water, even when cooled, was very insipid to the taste, because the CO^2 was gone.

Water will hold a large quantity of this gas, if kept under pressure. A bottle of soda water is filled with water containing a considerable amount of CO^2. You know these bottles have to be kept tightly corked, and when the cork is withdrawn the gas immediately begins to escape, sometimes making a froth or foam on the top.

A soda fountain has a strong cylinder filled with water strongly charged with CO^2. This being under pressure runs out thru a small tube into a glass which has some flavored syrup in it. Here, again, the escaping gas makes the foam.

Home made soda water can be prepared by putting into a glass nearly filled with water, a syrup containing a small quantity of some wholesome acid, and stirring into it a half-teaspoonful of baking soda (Bicarbonate of Soda). In this case the gas is generated under the water, and bubbles up to escape. All these effervescing drinks owe their sparkling taste to the CO^2 they contain.

It seems very strange that CO^2, which is so unhealthful when taken with air into the lungs, should be both agreeable and wholesome when taken into the stomach in a drink—and yet this is the case.

As you have seen, the air contains water and it is also true that water contains air. This air it takes up as the rain is falling, or even absorbs through its surface. Fish cannot live in water that contains no air. As the water passes thru their gills, keeping them moist, it gives up to them a part of the oxygen that is in the air, and that purifies their blood as it does ours. You know their gills are their lungs.

When small pools of water, containing fish, freeze entirely over, excluding the air, the air that was in the water is soon used up, and the fish often drown. I have frequently seen such pools, covered with thin ice by a night's freeze, in which the fish seemed very much distressed, swimming around, butting their heads against the ice, trying to get air. Once I cut a little hole thru the ice and the fish all flocked to it for breath, some of them being so eager as to jump out on the ice.

Very soon after a body of water freezes over, air holes are formed, that is, in places the ice melts thru, letting the air get to the water. However cold it may be these air holes will form, and they often endanger the lives of skaters, and those who travel on the ice. I shall have to explain to you how these air holes are formed in another talk.

Besides the impurities already spoken of, water takes up large quantities of animal and vegetable matter, especially when they are decaying. And so it happens that much of the water, even that which we use for drinking, contains, besides CO^2, air, more or less mineral or earthly matter and some portion of decayed animal or vegetable matter.

This animal or vegetable matter is what makes water unwholesome. Some of the minerals also make it unfit to drink, but they are almost all detected by the taste. The peculiar taste of the water of the ocean comes from the mineral matter that it contains. Our mineral springs are springs whose waters have taken from the minerals thru which they run—some part of them, as it took up a part of the time, in your experiment.

Flowing water, especially if it flows rapidly, is in a measure self-purifying. You have noticed in a small stream that the rocks and logs under the water all covered with a kind of slime that makes them quite slippery. This slime is made up of the animal or vegetable impurities that the water has taken up, carried for a while, and then deposited near the bottom. Water from a rapidly running stream is more healthful than is water from a pond or marsh.

In lakes so large that the wind breaks the surface up into waves, the water is partly purified by the oxygen in the air, as thru this agitation of the water the air comes in contact with a considerable part of it. Were it not for these self-purifying processes, but little water in streams or lakes would be healthful to drink.

Stagnant water, and water from swamps or marshes, especially in a warm climate, are very unwholesome. When it is warm both animal and vegetable matter decay more rapidly, and thus more is taken up by the water. Drinking such water almost always produces malaria, leading to such diseases as ague or fevers.

Water is made more nearly pure by boiling. As you have already seen boiling expells the air, and the CO^2, and throws down a part of the mineral matter it may contain. The heat, at boiling, also destroys most or all of the disease-bearing germs that come from decaying animal or vegetable matter. Hence if there is any doubt about the healthfulness of water, it should be boiled before drinking it.

In many localities this is always done, China is a very old and a populous country. In places so many people have been buried that the bodies lie five or six deep. You can see that water filtering thru such soil would become very impure and unwholesome. So most Chinamen drink their weak tea—boiled water with a little tea in it to make it more palatable.

Water is often filtered before it is drank. A filter is an appliance so arranged as to let the water run thru a body of sand and pulverized charcoal. This removes many of the impurities, as charcoal is a noted purifier, Our people would be far more healthy if most of our drinking water was filtered.

Before the next talk I would like to have you try the following simple experiments:

1. Sprinkle a little water on the floor, and notice how soon it becomes dry again. Wipe off the blackboard with a moist cloth and notice the same. Set a shallow dish with a little water in it out in the air and see how long before the water is all gone.

2. Wet one of your hands in tepid water and then swing it rapidly thru the air. Observe whether as the water disappears the hand feels cooler than before. Set two dishes of water out in the wind, one of them uncovered and the other all wrapped up in a wet cloth. After an hour or so, see which water tastes cooler.

3. If you have a thermometer, put a small damp cloth around the bulb and then swing it in the air a few minutes and see if the mercury goes down any.

John Gutenberg, the Inventor of the Printing-press.

(From Towle's Heroes and Martyrs of Invention.)

The sturdy young German who, with knapsack on back and staff in hand, knocked at old Laurence Coster's door, was no ordinary youth. Although scarcely more than twenty, he had seen a great deal of life, and even some of its rougher aspects.

John Gutenberg(pronounced Gootenberg)belonged to a family of high degree, and had been reared in such luxury as could be enjoyed in the rude mediæval time; but he did not allow luxurious living to make him indolent or unambitious. He was an ardent student, and he had received the best training which the learned monks could give him. Often, when a boy, he was found pouring over the manuscripts which he found in the monasteries where he was educated. He was also very religious in thought and act. Many a time he would earnestly exclaim, what a pity it was that the Bible was a closed book to the masses of the people; that, as it was written by hand on parchment, it could only be possessed either by the churches and monasteries or by very rich people.

Gutenberg's home was at Strasburg, on the banks of the Rhine. He had often dreamed of foreign countries, and imagined what they and their peoples were like; so one day, being strong of limb and active in exercise, he resolved to pack up his knapsack, attire himself in walking costume, and take a long pedestrian tour. It was while on this jaunt that by a chance for which all later generations have had reason to be thankful, he heard of old Coster and his discovery. and hastened to present himself at the humble churchwarden's door.

You can imagine the eagerness with which Coster led his young guest in, and how delighted he was to show him just how the printing of his lters worked. While with his rude leaden types the old man pressed letter after letter on the parchment, Gutenberg stood by wrapt in attention. Already he imagined that he saw dimly to what great uses this discovery might be put.

"And see here!" exclaimed Coster, holding up some pages of parchment awkwardly sewed together, "*here is my first book in print.*"

It was a atin grammar. Old Coster had slowly printed it, letter by letter, and right proud was he of this first triumph of his patient labor.

"But we can do better than this." said Gutenberg. "Your printing is even slower than the writing of the monks. From this day forth I will work upon this problem, and not rest till I have solved it."

Warmly grasping Coster's hand. and thanking him for showing him his discovery, Gutenberg resumed his knapsack, and trudged out of Haarlem. He had no longer any thought of continuing his tramp into new scenes. His fondness for seeing strange lands had for the while deserted him. His only thought was to get back as soon as possible to Strasburg, where he lived, and to set to work upon the task he had now set to himself.

Gutenberg lived in an age of dense superstition and ignorance. Everything that was new and unfamiliar seemed to the ignorant people of that time to be the work of sorcery; and any one who dared to do things which appeared marvellous in their eyes, was persecuted and pursued as if he dealt in evil magic. No one knew this better than the young Strasburg scholar.

So, on his arrival at Strasburg, he gave out that he was at work making jewelry. Meanwhile he locked himself up in his room, and, scarcely taking time to eat or sleep, devoted himself to the problem how to make Coster's discovery useful to the world. But he found that he was watched and interrupted, and that his hiding himself so constantly in his room gave rise to dark suspicions among his neighbors. So he repaired to an old ruined monastery,only one or two rooms of which were habitable, and which stood a few miles from the town. Here he thought he could work in peace, for the monastery ruin was in a lonely, deserted place.

Hidden in an obscure corner of this old monastery of St. Arbogarte was a little cell. This cell Gutenberg secured by a great oaken door with heavy bolts. and here he hid the tools and materials needed for his work. At the same time he fitted up a half-ruined room in a more open part of the monastery as a jewel shop. He engaged two young men to help him polish precious stones and to repair trinkets. In this way he hoped to be able to work at his types in the hidden cell without discovery.

He now set to work, at such times as he could escape into his little cell in dead earnest. It was not long before he had carved out of some bits of wood with his knife a number of separate types. The happy idea struck him to string them on a piece of wire in the form of words, and at last of sentences. Then, finding that wood was not hard enough, he carved some types with more difficulty in lead.

Having made types that satisfied him, Gutenberg used his knowledge of chemistry to make an ink which would leave a distinct imprint, and he soon succeeded in producing such an ink. As he continued to work, the great idea that was absorbing him grew more clear. He had his types and his ink, so he made a brush and a roller to put the ink on the types. He had now got as far as printing a whole word or sentence on a piece of parchment; and by changing the movable types about, could form at will new words and sentences.

His next task was to construct "chases" so that the types would be held together, and would print in pages. And at last the idea of a *printing-press* was made a reality.

When Gutenberg had completed and gazed with delight upon the first printing-press which had been constructed, the main difficulties of his task were over. With his types set in their chases, his different colored inks at his elbow, his rollers at hand to apply the ink. and his press ready to press the types down upon the blank pages, he stood ready to complete the first book printed with movable type.

But poor Gutenberg was not destined to derive much happiness from the result of his labors and the splendid invention he had made. He worked so hard that the few hours of the night which he took for sleep were disturbed by uneasy dreams. Sometimes he thought that angelic voices warned him not to go on with his printing, for it would bring untold miseries upon the human race. Then he would rise in the morning, unrefreshed by his slumbers and terrified by the vision, and, seizing a mallet, would be on the point of smashing his printing-press all to pieces. But sometimes other spirits would appear to him in dreams, and urge him to go on with his good work, saying that it would be an immense blessing and benefit to all the world in all future ages. This would inspire him with new energy, and he would toil the next day with a light heart.

But after the printing-press had been made, and he had really begun to print books, his assistants in the jewelry shop betrayed him. They told the magistrates of Strasburg about his long absences and mysterious movements. Their story soon spread thru the town and roused the anger and hatred of the writers of manuscript books, who feared lest printing should lose them their occupation.

Gutenberg's enemies soon compelled him to fly from Strasburg. He was stripped of all he had in the world, and even his life was threatened. So he went back to Mayence, his birthplace, and there resumed his printing. He took a rich jeweller, Fust, into partnership. But he was not allowed to work long in peace. Fust turned against him, and he was soon forced to leave Mayence as he had left Strasburg.

He was now wretchedly poor, and for a while roamed aimlessly from place to place. But at last he found a home in Nassau, the ruler of which offered him his protection. In that quiet town, Gutenberg set up his press again, and printed many books, and spent the remainder of his days, it is pleasant to say, in rest, comfort and content, altho he never got rich from his invention. He died in the year 1468, at the ripe age of sixty-nine; and many years after, the statue of him, which may be seen standing in Mayence, was erected in his honor by the descendants of those who had driven him forth, a beggar, from his native city.

[NOTE:—This and the preceding article, in the April number should be followed by one or two general exercises, in which pupils should be made to appreciate the influence these two inventions have had upon the world and its civilization. A picture of the world then and now can be made very instructive and impressive. Then, no newspapers, no periodicals and almost no books. Now, newspapers and periodicals in almost every home and books to be had for little more than the asking.—ED.]

Topics of the Times.

It is almost certain that before this number of the JOURNAL reaches you the United States will engage in a war with Spain. War is a terrible thing—terrible in the destruction of human lives, in the maiming and crippling of human bodies, and terrible in the fact that it brings desolation and sorrow to so many homes. Those who have seen the effects of war well know that Mrs. Browning's words are true:

"But daughters give up more than sons."

Again, wars cost immense sums of money. No less than $50,000,000 has already been appropriated by our government, merely as a beginning of an expenditure that will undoubtedly reach many times this sum. Nations do not, therefore, enter into war lightly. There must be serious reasons for such a step, and to the considerations of these reasons much time and thought are given. Our representatives in Congress have shown great wisdom in considering deliberately all the questions arising, and in not yielding to the popular clamor that seemed to demand more immediate action.

The pupils in our public schools should all be patriots, and as patriots they should want to know why the United States has resolved to take steps that may involve us in a war with another nation. Let us see if we

can make the matter plain. Our greatest and wisest statesmen are mostly agreed that there are two reasons, either one of which would justify us in an appeal to arms. One of these is in the cause of humanity, the other in the cause of patriotism.

The Island of Cuba, our closest neighbor, lying adjacent to our eastern coast, is a province of Spain. Some three years ago a body of Cubans, believing that their mother country was oppressing them, revolted and became revolutionists, or as they are termed by Spain, insurgents. Spain at once sent her armies to Cuba and has for three years tried in vain to conquer these insurgents. Enraged at the resistance met with, she has resorted to measures in the prosecution of the war that have violated all the usages of civilized warfare, and have proved abhorrent to all civilized nations.

To tell you all of these things would make this article entirely too long. It is enough to know that the course Spain has taken with the Cubans has caused the death by starvation, disease and massacre, of hundreds of thousands of persecuted citizens, a large number of them having been women and children. These facts have been established beyond question. Our government has sent special messengers to Cuba, some o whom were members of Congress, to verify these reports of cruelty. In the name, then, of common humanity, our government has insisted that this treatment of the Cubans shall cease. And further, that, as after three years' trial Spain has utterly failed to suppress the revolution, she shall give up the attempt, leaving the island free and independent.

All this is fully given in the resolutions passed by Congress April 19. These also show clearly the stand the American people have taken. Read them. Spain will undoubtedly refuse to accede to these terms, and that will mean war.

The second cause is also given in the resolutions. The destruction of our battleship, the Maine, which it has been clearly shown was caused by some of the Spanish people, if not by the government, was, in times of peace, a most dastardly act, and as it occurred in a Spanish harbor, Spain is responsible for the deed. Yet for this outrage she has tendered neither apology nor reparation. And what reparation could she offer that would make amends for this cruel slaughter of 266 of our brave seamen?

This is the cause that rouses the patriotism of every Ameaican, and our navy has done well to adopt as the signal of battle, "Remember the Maine!" May it be a signal that shall lead us to a speedy victory—a victory that shall satisfy the demands of both humanity and of patriotism.

What Rudyard Kipling Says of England's Naval Wars.

We have fed our sea for a thousand years,
And she hails us, still unfed;
There's never a wave of all her waves
But marks our English dead.
We have strewn our best to the weed's unrest,
To the shark and the sheering gull;
If blood be the price of admiralty
Good God, we have paid it full!

There's never a flood goes shoreward now
But lifts a keel we manned;
There's never an ebb goes seaward now
But drops our dead on the sand—
But drop our dead on the sands forlorn,
From the Ducies to the Swin;
If blood be the price of admiralty
Good God, we have paid it in!

We must feed our sea for a thousand years,
For that is our doom and pride,
As it was when they sailed with the Golden Hind,
Or the wreck that struck last tide;
Or the wreck that lies on the spouting reef
Where the ghastly blue lights flare;
If blood be the price of admiralty
Good God, we have bought it fair!

The best way to get a bad law repealed is to enforce it strictly. —*Lincoln.*

"Papa," said little Fred, "I can spell man."

"Can you? my son," says the fond parent, "Let me hear you spell it."

"M-a-n, man,"

"Right, my son; but can you spell boy?"

After a little thought, "I 'spose it's just the same, only you use *littler* letters."

You Put no Flowers on My Papa's Grave.

FOR DECORATION DAY.

With sable-draped banners and slow-measured tread.
The flower-laden ranks pass the gates of the dead.
And seeking each mound where a comrade's form rests
Leave tear-bedimmed garlands to bloom on his breast.
Ended at last, is the labor of love;
Once more through the gateway the saddened lines move--
A wailing of anguish, a sobbing of grief,
Falls low on the ear of the battle scarred chief.
Close cronched by the portals a sunny haired child
Besought him in accents to which grief rendered wild:

"Oh! sir, he was good, and they say he died brave.
Why! Why! did you pass my dear papa's grave?
I know he was poor, but as kind and as true.
As ever marched into the battle with you—
His grave is so humble, no stone marks the spot,
You may not have seen it. Oh, say you did not,
For my poor heart would break if you knew he was there
And thought him too lowly your offerings to share.
He didn't die lowly—he poured his heart's blood,
In rich crimson streams from the top-growing sod.
Of the breastworks which stood in front of the fight—
And died, shouting, Onward! for God and the right!
O'er all his dead comrades your bright garlands wave
But you havn't put one on my papa's grave
If mama were here but she lies by his side
Her wearied heart broke when our dear papa died."

"Battalion! file left! Countermarch! cried the chief
This young orphan'd maid hath full cause for her grief."
Then up in his arms from the hot dusty street
He lifted the maiden, while in through the gate
The line repasses and many an eye
Pays fresh tribute of tears to the lone orphan's sigh.

"This way, it is—here, sir—right under this tree;
They lie close together, with just room for me."

"Halt! Cover with roses each lowly green mound
A love pure as this makes these graves hallowed ground.

"Oh! thank you, kind sir! I ne'er can repay
The kindness you've shown little Daisy to-day:
But I'll pray for you here each day while I live
'Tis all that a poor soldier's orphan can give."

"I shall see papa soon, and dear mama too—
I dreamed so last night, and I know 'twill come true
And they will both bless you, I know when I say
How you folded your arms around their dear one to-day—
How you cheered her sad heart, and soothed it to rest,
And hushed its wild throbs on your strong noble breast:
And when the kind angels shall call you to come,
We'll welcome you there to our beautiful home,
Where death never comes, his black banners to wave.
And the beautiful flowers ne'er weep o'er a grave.

The Heart of the Storm

The wind was black with the rain
He lashed the lake and the plain;
He pluck'd up an oak by the hair;
Nor spire nor ship did he spare.
But when he came to the face
Of a flow'r, in a desolate place,
He kissed it down to the sod,
And went by as softly as God.

Harper's Bazar.

ARITHMETIC AND MEDICINE.

It is an honest quackery that confesses its own blunders, still ignorant that they are nothing worse.

A whaling skipper, in the old days, carried a medicine-chest and a table of directions. One of the rules ran, "For sore throat with fever, give a tablespoonful of number fifteen."

"well, it so happened," explained the captain, "that 'fifteen' was all used up, So I gave the man a dessert-spoonful of 'number five,' and another of 'number ten,' and I don't think the chap that drew up the table could have been good at figures. Or else, what's just as likely, the medicines were all shams. Either way, it was hard on poor Bill. He died in half an hour, with a dreadful pain in his inside."

CALIFORNIA LIBRARY ASSOCIATION.

OFFICERS:

President.....George T. Clark
Free Public Library, San Francisco.

Vice-President.....A. M. Jellison
Mechanics' Institute Library, San Francisco.

Treasurer.....Miss Emily I. Wade
Free Public Library, San Francisco.

Secretary.....Frederick J. Teggart
Stanford University.

Executive Committee: Joseph C. Rowell, A. J. Cleary, C. K. Rosenberg, R. E. Cowan, Miss Caroline G. Hancock.

The California Library Association is an organization formed some three years ago by representatives of the leading libraries in and around San Francisco, for the purpose of promoting library interests in California. By the courtesy of the editor of the WESTERN JOURNAL OF EDUCATION, the Association now is enabled to place itself in communication with a larger audience than it has hitherto addressed. This page has been placed at its disposal to be filled with matter of interest to those engaged in library work or in any way concerned in library development. Libraries are essential factors in educational work, and no profession is more directly interested in their increase in number and efficiency than the educational. We therefore welcome this opportunity to come in touch with teachers and others who see in libraries a means for stimulating mental growth, and pledge the cheerful co-operation of this Association in all movements having for their object the extension of library facilities thruout the State.

GEORGE T. CLARK, President.

In response to an invitation signed by G. T. Clark, J. C. Rowell and A. M. Jellison, a meeting was held February 22, 1895, at the Free Public Library, San Francisco, to take preliminary action toward forming an association of librarians and those interested in library work, the object of which should be the promotion of library interests and greater effectiveness in library administration. There were present Messrs. J. C. Rowell, E. H. Woodruff, H. F. Peterson, J. W. Harbourne, A. J. Cleary, L. B. Wetherbee, Geo. T. Clark, A. M. Jellison, Joy Lichtenstein and Frederick J. Teggart. An expression of opinion from those present showed them to be unanimously in favor of the association.

A committee was appointed to draft a constitution, and the meeting adjourned to March 8th, when the organization was completed by the adoption of a constitution and an election of officers. The constitution expresses that the object of the association "shall be to promote the welfare of libraries and bring them into closer relation with the public." It provides further:

SEC. 3. Any trustee, librarian, or other person engaged on library administration, may become a member of the Association by paying the annual fee and signing the Constitution. Other persons interested in library or allied educational work, may in the same manner become members, on receiving the affirmative vote of the majority of the members present at any regular meeting of the Association.

SEC. 4. The annual dues shall be one dollar, payable in advance.

SEC. 5. The officers of the Association shall be a President, Vice-President, Secretary, Treasurer, and an Executive Committee consisting of five members, appointed by the President.

SEC. 6. Officers shall be elected at the annual meeting, to be held in January, to hold office for one year, or until their successors are elected. The members of the Executive Committee shall be appointed as provided in Section 5, to hold office for one year; *provided*, the terms of officers first elected or appointed shall expire when their successors shall have been elected or appointed.

SEC. 12. Regular meetings shall be held on the second Friday of each month, except the months of June, July, and August. Seven members shall constitute a quorum.

The name of the Association was changed at the March meeting 1895, from "Library Association of Central California," to "California Library Association." The officers elected for 1895 were:

President.....J. C. Rowell
Vice-President.....George T. Clark
Treasurer.....Andrew J. Cleary
Secretary.....A. M. Jellison
Horace Davis, E. H. Woodruff, W. D. Armes, I. P. Allen, William Doxey, ...Executive Committee

The first regular public meeting of the Association was held April 12, 1895, when the topic, "Should the Public Have Access to the Shelves of a Library," was discussed by Messrs. Clark, Harbourne, Peterson, Woodruff, Allen, and others. In May the much-discussed question of "Fiction in Libraries" was taken up, and papers were read by Miss Emily I. Wade and Messrs. Woodruff, Cleary, Jellison, Coleman and Harbourne. Prof. Woodruff's paper appeared later in the October number of the *Library Journal*.

After the summer vacation the September meeting was devoted to a consideration of "State aid to libraries; needs and methods." Papers were read by Miss Bertha Kumli and Mr. Harbourne; and a lengthened discussion followed.

In October the subjects presented were: "Library Specialization and Co-operation;" "Relation of the State Library to other Libraries," by Mr. Peterson and Mr. Clark.

A long and interesting series of papers by the book men of San Francisco was given in November:

1. "Characteristics and Vagaries of California Printers and Publishers," by Charles A. Murdock.
2. "California Magazines," by Charles S. Green.
3. "Historical Notes on Book-Selling, the Import Trade, and Notes of a Random Publisher," by William Doxey.
4. "Commercial Conditions of the Book Trade in California, Past and Present," by A. M. Robertson.
5. "Trials of a Publisher," by L. P. McCarty.
6. "Incidents of the Second-hand Book Trade," by Horace H. Moore.
7. "Book Auctions," by P. J. Healy.

The meeting of December took the form of a banquet at the California Hotel. A large company assembled, and after dinner Dr. Edward R. Taylor spoke with feeling on the "Pleasures and Regrets of a Book Collector." Hon. Horace Davis described the "Mercantile Library Forty Years Ago," when he was its librarian, and Prof. William D. Armes of the University of California told the story of "A Shelf of Old Books."

In January, 1896, in addition to the annual business meeting and election of officers, Prof. A. B. Show of Stanford University gave an address on "Relation of the Library to the Higher Education," which was subsequently printed as the first of the "Publications of the Library Association of Central California." Prof. Merrill of the University of California also spoke, his subject being entitled "Some Bibliothecal Memories."

The retiring officers were reinstated to serve for the year 1896 at the February meeting, at which Mr. Rowell made an address as President, and reports were made by the members present on the possibilities of procuring official recognition from the trustees of the various libraries, of a system of co-operative loans of books between the various libraries in and around San Francisco.

In March the topic under consideration was the "Relation of the Public School to the Public Library." Mr. G. Young of the Lowell High School presented a paper treating the subject from the standpoint of the teacher, and his very able paper, which was greatly appreciated at the meeting has been warmly commended since, having been published in the *Library Journal* for April 1896. Mr. F. H. Clark and Miss J. S Klink also spoke as teachers, and the librarian's point of view was sustained by Mr. Jay Lichtenstein and Miss Savage, who showed what the San Francisco Free Public Library did to aid the teachers.

The meetings up to this time having been held either in San Francisco Public Library, Mechanics' Institute, or Mercantile Library, a change was introduced in April by visiting Alameda. Rev. Geo. R. Dodson, Mr. T. G. Daniels of the Alameda *Argus*,

Supt. D. J. Sullivan and Principal Ergo Majors of the Alameda schools, gave addresses showing "Pulpit, Press and Public Library as a Means of Influencing Public Opinion and Elevating Humanity."

The May meeting was a "Stanford evening." Prof. George Kriehn gave a glowing description of the library of the British Museum; Mr. F. J. Teggart read a paper on the professional literature relating to libraries; and Prof. J. M. Stillman spoke of his experiences with "Some Book Corners of Boston."

As, according to the Constitution, no meetings are held during the summer months, the next was that for September, when the practical side of book-binding was presented to the Association by Messrs. Howard Morton, Henry Marsden and C. K. Rosenberg; Dr. Edward R. Taylor and Mr. William E. Doxey also spoke of the art and beauty of bindings.

Stockton was visited by the Association in October. In November Mr. Wm. Emmette Coleman (member of the American Oriental Society, of the Royal Asiatic Society, etc.) spoke at length on the "Libraries and Literature of the Orient," and Prof. John Fryer of the University of California on "Libraries and Literature of China."

In December the second annual banquet was held at the California Hotel, on which occasion the after dinner speakers were Messrs. H. C. Nash, A. S. Hallidie, I. P. Allen, Danziger, W. D. Armes and A. B. Davis.

The incumbent of the various offices of the Association were re-elected at the annual meeting in January, 1897. Prof. Wm. D. Armes on the same occasion described the "Plantin Press and Museum of Antwerp" and Mr. W. P. Kimball gave a history of "State Library Commissions."

Oakland was visited by the Association in February, when Rev. E. J. Dupuy described the Libraries of Paris, and Dr. Danziger spoke of various interesting topics under the head of "Books and Bookmen." Mr. Robert E. Cowan was listened to with great interest while he spoke of his particular hobby, "California Bibliography."

The ruling powers had an inning at the March meeting when Judge Ralph C. Harrison, Messrs. John G. Rick and P. J. Healy spoke of the "Functions of Library Trustees."

April 10th Mr. A. M. Jellison gave an account of the libraries he had seen during a trip through the East. The question of establishing a Library Training School in San Francisco was taken up and after a long debate decided in the negative.

The May meeting was devoted to the subject of "Women in the Service of the Public Library" and the speakers were the Misses Emily J. Wade, Caroline G. Hancock, Lily Cole, C. A. Hayward, Nettie Wade, J. S. Klink, Tessa L. Kelso and Mrs. D. W. Gilbert. Miss Hayward's paper has been published recently in *Public Libraries*.

Alameda was again visited in September. In October Mr. W. J. Kimball spoke on "Traveling Libraries" and strongly urged their introduction in California. He pointed out that if a sufficient amount could be obtained by subscriptions a few of these libraries might be started at once. Resolutions were passed by the meeting endorsing Mr. Kimball's proposals.

Mr. H. S. Allen described the "Objects and Methods of the Press Clipping Bureau" and a Symposium followed on "Selection of Books for a Public Library."

A Lincoln Story.—A New York firm applied to Abraham Lincoln some years before he became president for information as to the financial standing of one of his neighbors. Mr. Lincoln replied as follows:

"Yours of the 10th inst. received. I am well acquainted with Mr. X., and know his circumstances. First of all, he has a wife and baby; together, they ought to be worth $50,000. Secondly, he has an office, in which there are a table worth one and a-half dollars and three chairs, worth, say, one dollar. Last of all there is in one corner a large rat-hole, which will bear looking into.—Respectfully yours, A. Lincoln."

Let us have peace.—*U. S. Grant.*

A great nation is made only by worthy citizens.—*C. D. Warner.*

Good laws make it easier to do right, and harder to do wrong. —*Gladstone.*

What Longfellow Wrote.

Were half the power, that fills the world with terror,
  Were half the wealth, bestowed on camps and courts,
Given to redeem the human mind from error,
  There were no need of arsenals or forts:

The warrior's name would be a name abhorred!
  And every nation, that should lift again
Its hand against a brother, on its forehead
  Would wear forevermore the curse of Cain!

Down the dark future, through long generations,
  The echoing sounds grow fainter and then cease;
And like a bell, with solemn, sweet vibrations,
  I hear once more the voice of Christ say, "Peace!"

Peace! and no longer from its brazen portals
  The blast of War's great organ shakes the skies!
But beautiful as songs of the immortals,
  The holy melodies of love arise.

—*H. W. Longfellow.*

A "Ciphering Match."

W. C. Schaefer, of Chicago, describes for the readers of *School News* a method of conducting a "ciphering match" as follows:

Two leaders or "choosers" are appointed who stand on opposite sides of the room and "choose up," in the manner as for the old-fashioned spelling match. When all members of the school, regardless of classes, are chosen, each side numbers (1, 2, 3, etc.), beginning with the last one chosen. All now pass to their seats except the No. 1's, who take their place at the blackboard on opposite sides of the room. For convenience we will call the one side "a," and the other side "b." If "a" had the first choice in choosing, "b" will have the first choice in work; that is, No. 1 of "b's" side will choose between addition, subtraction, multiplication and division. The teacher now gives the pupils an example in the work chosen and they work it out on the blackboards, the one getting the right result first remaining at the board while the other passes to his seat and No. 2 comes forward, and so on till one side or the other wins. Each one as he comes to the board chooses what work he will do. Complicated problems should not be given as the aim is to secure rapid manipulation of many figures.

The following anecdote is told by Presiding Elder Simmons of the Modesto District:

Neither Kansas, Missouri nor Nebraska has a monopoly upon blizzards; nor can they all maintain a trust upon the same.

The other day a "cold snap" struck Charleston, South Carolina. It bit everything from sweet-potato vines to its own tongue.

A negro who had been at work "indoors" all day was hurrying home after nightfall, protected by a brick wall from the intense cold and from the vengeance of an erstwhile owner of a now captive fowl. Urged on by fear and the hope of roasted chicken, he turned the corner suddenly when he was struck full in the face by a cutting blast by which he was nearly lifted from his feet. Looking up in surprise and shivering from head to foot, he exclaimed:---

"Say, Boss, wha' was you las' Augus'?"

We don't know of anyone who has a better claim on the good things of this world than the teacher who has given to school work years of faithful consecration.---*Northwest Journal of Education.*

When a boy manifests a delight in horrible sights and even in suffering, he is not to be blamed and reprimanded. He is simply in his warefare stage, from which he will pass to a higher. The best of education is what has been picked up outside of school; grammar is a useless complication, the multiplication table a fetich. All of which is, like the advice given by maiden ladies on the bringing up of children, important if true.—*Dr. Wood Hutchinson.*

Grandma to Nellie, who does not want to wash her face, "Why, Nellie, I have washed my face two or three times every day for more than sixty years."

Nellie, pertly, "And, grandma, just see how all wrinkled up it is!"

The Interpretative Value of History.

By Prof. C. C. Van Liew, Los Angeles State Normal School.

Revival of Interest in the Subject.

The last ten or fifteen years have witnessed a widespread and significant revival of interest in the question of public school instruction in history. Not very many years ago about the only opportunity open to the great majority of grammar grade and high school students for introduction to the field of history might have been summed up in a year of United States history, and a year or two of General History, both from text-books dealing chiefly with the author's ready made judgments and generalizations and withal unpardonably meagre in concrete detail and in all that makes for the cultivation of true historic interest or power of interpretation. These obstacles in the way of instruction in history have by no means yet been wholly removed. But a new attitude toward the subject, a new spirit in the championship of its cause, have evidently been asserting themselves. In consequence there are many who propose to give history a much more prominent place in the curriculum, so that the child shall enjoy some historical instruction during the greater part of the school life, instead of having to content himself with one or two year's schematic glimpse of the natural history of mankind. This increased significance which history now seems to be securing in the educational mind together with a number of new propositions touching the method of instruction, evidently points to increased respect for the cultural value of history, to the conviction that history can respond to more of the requirements of modern education than it has possibly received credit for in the past.

Culture and Civic Value.

I think there has always existed a wholesome tendency in the conception of the cultural value of history. The earliest educational writers in modern history,—Rabelais, for example,—whenever they give it emphasis at all, do so because of its power to contribute to the individual's general intelligence with regard to human affairs. This power for interpretation with regard to the life of mankind, especially the national life of mankind, is evidently the motive that has prompted historical instruction, primarily in this century. It is undoubtedly still the key-note of the situation. The high human utility of history, broadly interpreted, constitutes its great force as culture material. The fact that it deals with a rich and varied fund of ideas, that can enter right into the daily thought and activity of everyone that possesses them, enriching and illuminating his every point of contact with mankind, places history in the superior rank of school branches, side by side with literature and science.

But what is this so called "high utility" of historical knowledge. It is in the series of attempts to furnish some answer to this question that we find the view-points shifting. Evidently every age will answer this question to suit itself, and the present organization of society will be the chief factor in determining the present point of view.

Demands of Society.

A complex, highly organized and highly specialized order of society, the society of the day, demands of every one of its members a certain power of social interpretation and certain broad social interests and sympathies as necessary elements in the power of ready social adaptation to a rapidly shifting civilization. It is no longer possible unconsciously to grow up into the social order, by a process of mere absorption. The implications of the term individual are too many and varied; the relations which every individual bears to the whole are too vital and organic, too numerous and complex to permit of the naive method of adaptation that once obtained, and not very long ago. The interests of each human being can no longer be summed up in a little world which he can create for himself, but are inevitably bound up with a cause which requires a no less sweeping term than that of "universe." The process of social adaptation must be a conscious one. That man is to-day most successful who possesses the power of analyzing the forms of human life so as to guide him in their skillful manipulation. What is thus true of an economic participation in society is equally true of all ethical participation. Not without some understanding of what society is, of its organization, its forces and tendencies, can the infusion of new moral life be either lasting or general? In other words it is peculiarly essential today that society understand itself, that it be able to give some account and some analysis of the economic and ethical organization into which it has grown.

Herein, it seems to me, is a great part of the future promise of history. It is to be a power for the interpretation of human society, and its educational use must seek such power in the student.

Sociological and Economic Demands.

One of the reasons which may now be given for the study of history for its interpretative value, is the fact that, within the last century, especially, the subject itself has been given a new youth by the increased use of the perspective in history. The subject has gradually become something more than a mere record of successive events in human life. There has been very much more of the development of institutions, and of social forces in the shape of ideas and motions. Here the respective aims of sociology and of history became one. The former is an attempt to account for the phenomena of society in terms of origin, growth and structure. There can be no true conception of an idea, a motive or an institution, as social force, or a force making history until there is some inquiry into its function, i. e. into the need that called it into being and which it has subserved from first to last. But such sociological problems involve directly the assistance of historical knowledge and research. Thus a familiar phenomenon of modern society is the so-called labor organization. The understanding of this phase of society depends upon something more than the analysis of its organization, very much as the understanding of a bird transcends the study merely of its structure, Both organisms receive an immediate illumination thru the inquiry into function, indeed, are but half understood without it. We must know something of the need which first called the labor union into being as a social organ, how it has operated in the past and how this operation has affected its own growth, and what function it is actually serving at the present time. These problems, however, necessarily involve the method of history.

Again a prominent economic problem of this day hinges upon the political idea and practice of tariff protection. Very much the same historical intelligence is required for anything like the power of personal judgment on the subject. What need and motive were first subserved by the system? Under what conditions and with what result did it continue in operation? What motives now lie back of the continued demand for it? Etc.

Thus the problems of sociology and economics draw directly upon history for at least one very important phase of their investigations,—that dealing with the problem of natural causation, of the growth of existing institutions, forces and conditions. And history is the better able to respond to this call because it too has learned to deal with its own problems somewhat after the genetic method of evolution.

May we not now reverse our point of view and ask whether in the instruction in history, we have not a right to expect the sociologic and economic outcome, for the sake of the greater interpretative value. I believe we may and should. The social efficiency which it is incumbent upon us to impart to the ethical culture of the student seems to me sufficient grounds for such a pointing of historical instruction. I see no reason why certain of the generalizations, laws or principles of either economics or sociology

should not be a constant accompaniment of the instruction in history, in the sense that they furnish the teacher both his points of view and his aims in the selection of subject matter and in his method of its presentation and interpretation. This may be illustrated perhaps in the contributions which a study of history can make to clear understandings of such distinctions as Giddings gives between legal, moral and natural rights,—a distinction evidently involving far more rational and serviceable views of personal rights than often obtain. History is itself a record of conflicts arising between legal and moral rights, between rights sanctioned by the law making power and those sanctioned by the conscience of the community, between the legal and civic usages of the average humanity and the higher ethical consciousness of some crust-breaking individual, and of the gradual approach to natural right enforced by the operation of natural selection in the sphere of social relations.

Rights of the Student.

If it is true that, parallel with the deeds, the objective activity of the race, there is operative a subjective force, the idea, of which the former are the expression, this idea, be it in the form of law, tradition, creed or fad, should above all, it seems to me become the property of the student of history, for it is the forces operating thru and in human society the knowledge of which confers interpretative power. Such ideas would seem to permeate history everywhere, they are, indeed, the essence of historical power and end of historical research. It hardly lies within the province of this paper to attempt any enumeration whatever of either the social or economic notions which it would be easily and naturally possible for history to yield. A few will suffice for illustration.

Thus sociology operates with conceptions of cooperative activity and mutual aid, the same lesson in social ethics is constantly enforced, either negatively or positively, in history. The history of Germany in this century contrasted with its history prior to this century, the sociologic problems involved in the difficulties and triumphs of the Revolutionary War; the problems and discussions centering in the constitutional convention and the contrast between the product of its work and the old Article of Confederation, are all forcible illustrations of the principle. Sociology, again, deals with the conception of the social nature, a nature broadly amenable to social suggestions and imitation.

This notion can be forcibly illustrated in the many cases of the work as a factor in history, in the study of the spread and persistence of custom and of the contagion of great folk and political movement. Sociology deals with what it calls a social consciousness or mind, a large share of the contents of which are directly drawn from the traditions, usages, creeds, beliefs, ideas, etc., that are primarily the property of history.

And not only may history be thus employed to develop conception of social structure; but it may be made also to reveal some of the principles that always have been and still are operative in the functioning and development of society. Suggestions, imitations, co-operation, aggregation, integation, concourse and intercourse are some of the terms used to designate some of these modes of social activity.

History. Evolving and Genetic.

Now, if we concede that, viewed from the standpoint of the greatly increasing demand of the present for social and economic intelligence, it is possible for history to receive an increased interpretative value, it is equally clear that the new point of view will naturally affect both the selections of material history, and the method of instruction.

The points of view in the selection of subject matter will evidently be modified for the reason that history itself herein meets a new problem. It has not only itself, as a record of events, to bestow, but the genesis of something to explain that still exists, viz., the social and economic constitution of mankind. The preservation of this problem to historical research should add materially to its scope from year to year, for as with each generation the social order finds itself more complex, more highly organized and specialized in possession of new organs and functions as it were, the origin and development of its new elements will have to be traced out in history. So at present the broader view we are now taking of society, the ardent attention we are giving to features of social economic life once comparativeiy unnoticed, are already turning students of history into quite unexplored fields of historical research, and should begin to make themselves felt in the course of study for common and high school. There should be less display of mere defense or conflict for the sake of old forms; less worship of an unsocial form of heroism.

I presume that Prof. Otto Ker Lorenz is more than half right in his claim that the key to all the history of Europe is a mastery of its genealogy. Yet this truth possibly gets its greatest significance in the fact that reverence for royalty was for so long a time a radical feature in the mind of European society. On the other hand there will be more tracing out of the origin, growth and operation of human laws, usages, and institutions. This is not saying that the great personages of history are not to exercise thru their own intrinsic beauty and strength, a power for growth in the personality of the child: but the time must come when every child shall see more in history than the individual, or individual achievement. The genesis and operation of laws and of institutions in the social order should for this reason furnish the essential points of view in the selection of historical subject matter.

Finally this search for the greater and richer interpretative value of history must react in a wholesome way upon the method of historical instruction. Some progress in this direction, has already been made. I need but refer to the two least recent contribution in this field, Mrs. Mary Sheldon Barnes, and Prof. Mace of Syracuse, N. Y. That the method of original sources, or in a broader sense, the method of historical instruction, that is dependent upon the nature of history itself, which Mrs. Barnes has done so much to render available, is admirably fitted to give opportunity for social and economic interpretation of history is apparent in the fact that it deals with original sources drawn directly from the social and economic life of mankind.

In addition to this it would seem that the introduction of somewhat of the spirit of evolution into history must effect the method of instruction. Chronology must be made subsidiary in the arrangement, and the instruction shall proceed by the great movements.

It is only thru the selection and pursuit of great historical movements, in which there is some unit of thought, that the true genetic method can be applied. Thus in the history of the United States such topics as these might point the method: The Training of the Constitution, The Growth of Slavery, Tariff Legislation, Growth of the Opposing Doctrines of State Rights and Strong Centralization; Currency Legislation, Legislation for the Furtherence and Regulation of Industry and Commerce, Acquisition of Territory, Foreign Policy, etc. Such topics, or units of instruction as these, and these might need subdivision while many others should be added *in the above case*, possess a number of advantages.

They are frequently parallel and overlapping, and thus employ frequent reviews of the historical facts, but always with new centres of interest; they call for the genetic treatment of laws and institutions; they are independent of arbitrary chronological system, while not excluding or failing to utilize it; finally they point directly to present issues, ideas and forces in the economics and ethics of society, while employing in all their richness and detail the ordinary resources of history. It is the study of the great historical movements in human society that lends to history its greatest interest and force.

When you get a great thought lodged with the people you have done something better than securing the adoption of specific methods in the management of dogs and plants and kitchen utensils.---*W. T. Harris.*

Some day some educational Hercules will clear out the Augean stables, and none but the professionally qualified will be considered fit instructors for ambitious teachers.---*The Teachers' Institute.*

"If I were asked to name one product of vice and crime that would soonest touch the hearts of all good people, I would say a neglected child. Give me the child and the state shall have the man. Every case of vagabondage has its root in some neglected child."---*W. T. Harris, U. S. Com.*

While the older professions are badly overcrowded, the time is coming when teaching will be a distinct profession offering to men of first class ability and thoro professional preparation numerous positions of fine remuneration and great honor.---*Carolina Teachers' Journal.*

BY ELSA HASSE.

The April number of The Mother's Voice of New York is a California number and contains accounts of many of the foremost kindergarten centers of the State.

"The Children of the Future," by Nora Archibald Smith, is a welcome addition to the literature which makes for a closer unity between home, school and kindergarten. The happy treatment of grave kindergarten topics makes this book especially valuable. It is impossible to urge mothers to read "heavy," abstruse treatises, therefore every attractive presentation of kindergarten aims and principles is hailed with delight for the mothers' club shelf.

Some of the chapter headings will indicate the nature of this book. The Study of Children; The Training for Parenthood; Sand and the Children; The Authentic in Kindergarten Training; The Kindergarten in Neighborhood Work. Price, $1.00: Houghton, Mifflin and Company.

The California Home and Child Study Association has postponed its annual meeting from the last week in March to the 16th inst. The meeting will be held in Sierra Hall, Native Sons' Building, San Francisco. Kindergartens who have organized or are organizing child study clubs among mothers, will find upon investigating its constitution that this Association offers its members very great advantages in general child-study directions. Information concerning the particulars of membership, plan of work, etc., may be obtained by addressing Mrs. E. G. Green, 347 Mission Street, Santa Cruz, Cal.

The Los Angeles Kindergarten Club has grown to the dignity of a surplus in the treasury. By dint and "push" and sacrifice on the part of each member the receipts for Miss Hofer's lectures before the club in February not only met heavy expenses but also left a fund for future engagements of lecturers.

Miss Florence Lawson of the Los Angeles State Normal Kindergarten Department has been addressing the club at its monthly meetings with a series of discussions of the Mother-Play Book. The course has been instructive and suggestive.

Miss Anna Junkin is serving her second term as president; Miss Hattie White is secretary and Miss Susie Bingham, treasurer.

The June issue of the Kindergarten magazine will contain Miss Amalie Hofer's report of her visit to the Pacific Coast. Miss Hofer's letters foreshadow a fair mention of coast kindergartens.

The work being done in the kindergartens of Hawaii is of a high order, and offers many suggestions of a practical nature. The movement on the Islands has advanced phenomenally in the last two or three years, due partly to the championship of the wealthiest men and women of Hawaii and in part to the excellent equipment and devotion of the teachers. The reports made by the Children's Aid and Kindergarten Association of Hawaii are interesting reading.

Mrs. Charlotte Sherwood Martindell, recently a well known California kindergartner, now of Milwaukee, is actively engaged in literary kindergarten work of a high order. Her productions are eminently valuable in propaganda work.

Why?

(A collection of pertinent questions overheard in homes, schools and institutes.)

Why do some kindergartners think it necessary to sustain a conversation at the tables?

Why must a "story time" be rigidly observed each day?

Why do children dawdle sometimes when given opportunity and material for free play at the tables?

Why cannot the teacher who is nervously anxious for the program to be "on schedule time" understand that no matter how circumstances tend to change her plans, she has always power to direct them to educative purpose? Why not determine that the inevitable can be accepted in such wise that it will present some benefit?

Why do primary teachers often regard the little kindergarten graduate with apprehension?

Why need teachers grow away from their duties to the community, to their social world, and therefore to themselves, any more than those who are employed all day in office work or in other ways?

A Lullaby

Sleep, my Dolly, my dearie,
Your head is sinking so weary.
Sleep and dream, and dream, and dream,
'Till the sun sends in his very first gleam.

Sleep, my Dolly, dozy,
I've tucked you in so cozy,
And kissed you and whispered a soft "Good night,"
Then slumber and rest in your cradle white.

—*E. A. H.*

The Functions of the Kindergarten Club

1. It should organize into a whole, all the kindergarten force of the community.
2. It should promote in a methodical way the desires of its members for study, for self-culture and for wider professional thought.
3. It should sustain an element of sociability in the body of workers.
4. It should institute a movement for arousing interest and winning favor in obdurate communities.
5. It should seek to jealously guard the best interests of the system against legislative limitation, against political machination or popular prejudice.
6. It should aim to bring about the much talked of unity of home and school.

Brush Drawing

MRS. H. L. LUNT, LONG BEACH.

In the teaching of drawing, these two facts are now almost universally conceded:

First, that the brush is the best medium for the training of the child in free expression.

Second, that the painted form is more interesting and more like the original object.

With this granted, our next thoughts, therefore, are how to use the brush and what will make suitable studies. In the kindergarten and lower primary grades we cannot hope for direct results. We must do more than teach drawing or we shall fail of the high purpose for which we are striving. We would inspire a love for the beautiful. Our first aim must be to cultivate, refine and elevate the æsthetic ideals. In order to do this we must bring to our pupils the beautiful things God has made, and inspire in them such an enjoyment and appreciation for these creations that they will become lasting sources of pleasure.

It seems to me best to have the children practice for a time at the beginning of each lesson the exercises suggested in "Brush Work for Kindergartens and Primary Schools," published by D. C. Heath & Co. Let the teacher have a large piece of paper and a large brush and before the whole class make some of these forms herself, then let the children try. After a little time of this preliminary practice in the type forms, give the children some simple sprays of grasses or clusters of simple leaves, similar in form to the type forms given for practice. It would be well for the teacher to have selected a quantity of the models so that each child may have a blade or a spray. When each child is provided the teacher may open an informal talk upon the beauties of the graceful curves, upon the size, shape or color or other properties of the leaf, stem and other parts of the model. If the teacher has been enthusiastic in her love for the beautiful in Nature she will find her pupils happy and interested in their work; and this interest will not abate an iota so long as this spirit animates the teacher.

The class should be given instruction upon the model before being allowed to reproduce it, after which the teacher should give as much individual criticism as possible. At the next lesson a simple flower, perhaps of four parts, could be selected. So soon as the teacher leads the children to study these petals as a whole—*en masse*—they will remark the similarity to the type forms they have been painting and they will readily see that by placing these type forms in relations as they stand in the flower they have produced a form that looks like the flower. They will be delighted with the result and will be willing to try arranging these forms over and over again. It is no wonder that their interest will not wane in trying to paint the flowers, for are not these same flowers as friends and companions to them? The children love them. They will be quick to see that some flowers hold up their heads proudly and others droop as if in humility. Lead them to see and feel the beauties in the leaf and stem, and thus thru this study of nature they will learn the elements of the great laws of beauty.

Diary Jottings

A lesson depends largely upon the accuracy of its details.

It is bad diplomacy to give the child the option of acquiescing or refusing in matters of obedience. Avoid the question, "Will you do this now?" in almost all cases.

A good plan in dictating a new form as the first lesson with the square, hexagon or any other figure with sticks, lentils, squares or beads is, after the completion of the form, to give a dictation for separating the form and laying separate parts aside. Then let the children reproduce the form from memory.

Here is a game something on the order of "Down, Jenkins," and "Simon Says, Thumbs Up," which may be used with the second gift cylinder. In quite rapid succession give the following dictations: "Make your cylinder look like a tree. A stump. A log. A roller," etc. Children like this game and it brings in comparison more effectively than to say, "What is the cylinder like?"

A Boy's Idea of the Discovery of America.

"Columbus was a man who could make an egg stand on end with out breaking. One day the King of Spain said to him, 'Can you discover America?' And Columbus said:—

"'Yes, if you will give me a ship.'

"So the King gave him a ship, and he started out and sailed and sailed. Some of the men said they didn't believe any such story, and didn't believe there was any America, but pretty soon the pilot said, 'I see land,' and then Columbus said, 'Well, then, it is America.'

"They went ashore, and saw a lot of black men running around, and Columbus said, 'Are you niggers?'

"They said, 'Yes; you are Columbus, aren't you?' "Columbus said, 'Yes, I am,' and then they threw up their hands and said:—

"Oh, dear, it's no use! we've gone and got discovered at last!"

QUITE EXCUSABLE

Harper's Round Table prints the following note received by a city school-teacher from the mother of one of her pupils:

"Plese excooze Henny for absents yeesterday. Him an me got a chance at a ride to a funeral in a charrige, an I let him stay to home, as he had never rode in a charrige an never went to a funerai, nor had many other pleasures. So plese excooze."

Poets, like the youngest children, never grow
Out of their mother's fondness. Nature so
Holds their soft hands and will not let them go.

—*Oliver Wendell Holmes.*

"Confidence is conqueror of men; victorious both over them and in them;
The iron will of one stout heart shall make a thousand quail;
A feeble dwarf, dauntlessly resolved, will turn the tide of battle,
And rally to a nobler strife the giants that had fled."

An exchange declares that a certain Boston lady is so careful to be proper in her correspondence that every sentence ends with a glacial period.

An old soldier says that pumpkin pie is diet fit for a soldier. When he ate a piece, he always felt like fighting—for another one.

WESTERN SCHOOL NEWS.

Colton is making an effort to establish a kindergarten.

An effort is being made in Los Angeles to provide ways and means for the oral education of deaf children.

Professor P. R. Boone has resigned as President of the Berkeley Board of Education after having served three years.

A New England man has just given $50,000 the interest of which is to be spent in buying newspapers for the public schools of Boston.

Professor Heaton of the State University asks that more time be given in the public schools to science and less to the study of mythology,

Charles W. Linder, a former teacher of Sutter county, died recently while returning to Sutter from Missouri and when within a few miles of his destinatien.

S. W. Austin, present Superintendent of Schools in Inyo county, has received the appointment of Register of the United States Land Office at Independence.

Professor Smith, of the Department of Mathematics in the Chico Normal School, has resigned his position. His reason for o doing has not been made public as yet.

Richard D. Faulkner's "Impressions of Tho Southern Association," an article on the Science Round Table of S. T. A. and several other articles are held over until the June issue.

Doctor Elmer E. Brown of the University Department of Pedagogy. has been invited to address the general session of he National Educational Association in Washington next July.

In a vote cast by the principals of the Los Angeles Schools recently upon the comparative merits of different systems of penmanship, thirty-five voted in favor of the Natural System and fifteen for others.

The Washington State Teachers' Association will be held in Tacoma, June 27, 28, 29, and 30. Great effort is being made to make this the most successful state meeting yet held in Washington. Tacoma makes a royal host. It is to be hoped that this meeting will be largely attended.

The Berkeley Board of Education made a general cut in salaries slicing off enough from the pay of its employes to save about $3740 during the next school year. The finance committee of the Board recently reported the prospect of a deficit in the school funds. The salaries committee, consisting of Professor Wickson, C. Engebretsen and J. S. Crew, presented a report recommending reductions all along the line, with a few exceptions.

It was stated by the members of the Board that the changes were only made on the spur of necessity and not because the old salaries were deemed too high.

The many friends of Professor Washington Wilson will regret to hear of the almost fatal accident which befell his little boy, Donald. on April 30, at which time he fell from a tower over thirty-two feet high. For a week, the little fellow lingered at the point of death, but his good health and the physician's skill have brought him from danger.

County Superintendent of Schools J. P. Garlick is proposing an innovation for the next County Teachers' Institute, which is to be held in Oakland some time about the middle of September. He seeks to substitute a course of lectures by Prof. William James, head of the Department of Philosophy at Harvard, for the usual routine Institute work.

The Board of Supervisors of Contra Costa county has received a petition signed by 300 citizens of Martinez asking that a special election for the establishment of two county high schools be held. A committee appointed in two separate conventions has agreed to bear the expense of such an election, and it is generally believed that this assures the county two new schools.

The principals and teachers in the public schools declare that they are poorly paid for the work of educating the rising generation, and last night they most humbly petitioned the Board of Education to increase their salaries in proportion to the increase of their living expenses, which, they aver, is 25 per cent. It is claimed in the petition that the cost of food, clothing and board has increased, and that it is difficult for them to live on their present salaries.—*Seattle Times.*

Prof. Edw. H. Griggs, who has so endeared himself to the people of California has been granted a leave of absence from Stanford University for one year. He will spend the time in Europe in travel, in reading, and in study, tho it is not his purpose to enter upon the work of any University. Prof. Griggs needs the rest and recreation, thus afforded him, and tho he will be missed thruout the State, he will return to his friends with a renewed physical strength which he needs in his arduous work, and to which he is much entitled.

Arbor Day, which by proclamation of Governor John R. Rogers of Washington was fixed upon Friday, March 25, was enthusiastically celebrated by the University of Washington. One hundred and five trees and 109 vines were planted on the new grounds, and appropriate exercises were held. Colleges or universities do not always enter into Arbor Day on such an extensive scale as this, but the University of Washington has a campus of 155 acres, which in time is to be made into an arboretum and botanic garden, and the students are more than willing to aid all they can in this undertaking; hence their planting of a hundred instead of a dozen trees.

At the recent convention of the Republican party in Oregon, Professor J. H. Ackerman of Portland was nominated for the office of Superintendent of Public Instruction. Such was his work in the East, where he graduated from one of the best Normal Schools and where he became well known as an able teacher and Institute instructor, and such has been his work in Portland as principal of one of the leading schools in Multnomah county, as County Superintendent, and in the State as Institute instructor, as to endow him in a peculiar manner for the discharge of the duties incident to the office to which he aspires.

A Word to School Trustees About School Furniture.

The season is approaching when it will be the duty of the School Trustees to look into the matter of getting new desks for the pupils and consequently the State is flooded with agents' representing Eastern factories, who claim to sell latest and improved school desks at "factory cost." The object of this article, written entirely in the interests of the school officials, is to sound a note of warning to those about to place orders for Eastern desks at what at a casual glance look like ridiculously low figures F. O. B. Factory.

Does the average School Trustee, having little or no experience in overland freight rates, realize what a desk will actually cost him by the time it is set up in the school room, when purchased F. O. B. Factory. The matter of freight on school furniture is a great item. So great that it has been found necessary by progressive firms to have their desks manufactured here. Trustees who have always bought furniture F. O. B. San Francisco will be dumbfounded when they figure out what their desks cost them when purchased F. O. B. Factory.

Trustees, before placing your order with these Factory representatives consider well the following:

After signing an order calling for a desk of a certain name you are compelled to accept the desks when they arrive, no matter how they are constructed. The salesman has vanished and if the desks are unsatisfactory you must accept them just the same, pay an enormous freight bill and find that you could have got much better furniture at a far lower price from any school supply house on the Coast.

Beware of Ointments for Catarrh that contain Mercury

As Mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucuous surfaces, such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is ten fold to the good you can possibly derive from them. Halls's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, O., contains no Mercury and is taken internally, acting directly on the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally, and made in Toledo, Ohio. by F. J. Cheney & Co. Testimonials free.

☞ Sold by druggists, 75c.

Hall's Family Pills are the best.

THE BIENNIAL CONVENTION.

Minutes of the Convention of County and City Superintendents of California.

In accordance with Section 1533, Political Code of California, the Biennial Convention of County and City Superintendents of California, assembled in the Senate Chamber of the Capitol at Sacramento, at 2 o'clock P. M., April 25, 1898

Mayor Land, of the City of Sacramento, was introduced to the County and City Superintendents by Superintendent Black; and on behalf of the citizens of Sacramento, extended to the Superintendents the freedom and courtesies of the City.

The address was responded to on behalf of the Superintendents by City Superintendent J. W. McClymonds of Oakland.

The convention organized by the election of the following officers:—

Samuel T. Black, Superintendent of Public Instruction, President; J. W. Linscott, Superintendent of Santa Cruz Vice President; Miss Kate Ames, Superintendent of Napa, Secretary; M. P. Stone, Assistant Secretary.

Upon calling the roll, the following Superintendents answered to their names:—

Alameda	J. P. Garlick
Alpine	Mrs. Harriet A. Grover
Amador	George F. Mack
Butte	G. H. Stont
Calaveras	E. F. Floyd
Colusa	Mrs. H. L. Wilson
Del Norte	David Leishman
El Dorado	T. E. McCarty
Fresno	Thomas J. Kirk
Humboldt	J. B. Brown
Inyo	S. W. Austin
Kern	Alfred Harrell
Kings	J. W. Graham
Lake	Mrs. E. K. Harrington
Los Angeles	Spurgeon V. Riley
Madera	W. A Finley
Marin	Robert Furlong
Mariposa	Julia L. Jones
Mendocino	George H. Rhodes
Merced	O. W. Grove
Modoc	Anna L. Williams
Mono	Cornelia Richards
Monterey	Job Wood, Jr.
Napa	Kate Ames
Nevada	W. J. Rogers
Orange	J. P. Greeley
Placer	P. W. Smith
Plumas	Kate L. Donnley
Riverside	Edward Hyatt
Sacramento	B. F. Howard
San Benito	John Garner
San Bernardino	Isabelle Mogeau, Deputy
San Diego	W. J. Bailey
San Luis Obispo	N. Messer
Santa Barbara	G. E. Thurmond
Santa Clara	L. J. Chipman
Santa Cruz	John W. Linscott
Shasta	Amelia Dittmar
Sierra	F. H. Turner
Siskiyou	C. S. Smith
Solano	A. P. Sanborn
Sonoma	C. H. Neilsen
Stanislaus	J. A. Wagener
Sutter	C. G Kline
Tehama	O. E. Graves
Trinity	Lizzie H. Fox
Tulare	J. S. McPhaill
Tuolumne	G. P. Morgan
Ventura	Geo. L. Sackett
Yolo	H. B. Pendergast
Alameda	D. J. Sullivan
Los Angeles	J. A. Foshay
Oakland	J. W. McClymonds
Sacramento	O. W. Erlewine
San Diego City	E. P. Cubberly
San Jose	F. P. Russell
Stockton	James A. Barr
Berkeley	F. E. Perham
Eureka	P. M. Condit
Pomona	J. A. Guttery
Santa Rosa	E M. Cox
Fresno	M. E. Dailey

Superintendent Black addressed the Convention, calling attention to the changes in Superintendents since the last gathering, to the recommendations made by the last Biennial Convention, and the important educational matters of the certification of teachers, the uniform grading of the schools in the different counties, and the Caminetti Amendment to the Constitution.

Attention was also directed to the Life Diplomas issued by the State of Oregon to the great Trans-Mississippi International Exposition, the "Maine Fund", and the steps taken in other States concerning Arbor Day.

Superintendent Linscott of Santa Cruz moved that a committee of five be appointed from the lady Superintendents to report suitable resolutions on the death of Mrs. Clara March Armstrong, late Superintendent of Yolo County.

The chair appointed as such committee, Miss Kate Ames of Napa County; Mrs H L. Wilson of Colusa County; Miss Lizzie H. Fox of Trinity County; Mrs. E. K. Harrington of Lake County; Mre. Kate L. Donnelly of Plumas County.

The Caminitti Amendment was referred to a committee of three consisting of Superintendent Wood of Monterey County, Superintendent McClymonds of Oakland, and Superintendent Graham of Kings County.

Superintendent Sackett of Ventura County, moved that the Maine Monument Fund, and other matters connected with the Maine disaster be referred to a committee of three. The chair appointed as such committee Superintendent Sackett of Ventura County, Superintendent Brown of Humboldt County and Superintendent Graves of Tehama County.

A committee of three was appointed to take into consideration the establishment of a dividing line between the Primary and Grammar Grades of the schools, the committee consisting of Superintendent Kirk of Fresno County, Superintendent Greeley of Orange County and Superintendent Linscott of Santa Cruz County.

Upon motion, duly seconded, a committee, consisting of Superintendent Erlewine of Sacramento, Cubberly of San Diego, and Guttery of Pomona, was appointed to take into consideration a separating line between the High and Grammar Schools of the State.

The matter of the trans-Mississippi Educational Exposition was referred to a committee of three consisting of Superintendent Chipman of Santa Clara County, Superintendent Sullivan of the city of Alameda, and Miss Julia L Jones, Superintendent of Mariposa County, Superintendent J. W. McClymonds of Oakland addressed the convention on the features of the present compulsory educational law, and a motion was duly made and carried that a committee of three be appointed to consider the advisability of drafting a compulsory educational law. The chair appointed as such committee Superintendent Nielsen of Sonoma County, Superintendent Grove of Merced County, and City Superintendent Russell of San Jose.

On motion a committee of three was appointed to consider the advisability of so arranging the apportionment of school moneys as to insure the payment of teachers' salaries. The chair appointed as such committee Superintendent Furlong of Marin County, Superintendent Chipman of Santa Clara County and Superintendent Mack of Amador County.

Superintendent Linscott of Santa Cruz County moved and the same was duly carried that five separate committees of five members each be appointed to consider and report upon the following articles of the School Law of California.

First	Committee on	Articles		1——5
Second	"	"	"	6——13
Third	"	"	"	16——17
Fourth	"	"	"	18——20
Fifth	"	"	"	21 and miscellaneous.

At this time, upon motion, the convention took a recess of ten minutes.

After recess, upon motion of Superintendent Furlong of Marin County the convention reconsidered the motion to appoint five committees of five members each to consider and report upon the articles of the School Law of California. The motion to appoint such committees failed of passage.

Superintendent Wood of Monterey County, then moved, and the same was duly carried, that the convention follow in its deliberations the report of the Biennial Convention of County and City Superintendents of August 3, 1896, as presented in the Seventeenth Biennial Report of the Superintendent of Public Instruction, page 16.

Upon motion, the convention adjourned to meet April 26, 1898, at 9 o'clock A. M. to resume its deliberations.

KATE AMES, secretary.
M. P. STONE, Assistant Secretary.
SACRAMENTO, Cal., April 26, 1898.

The second day's session of the Biennial Convention of the County and City Superintendents of California was called to order at 9 o'clock A. M., April 26, 1898, by the President, Samuel T. Black.

The committee on the dividing line between the Primary and Grammar Grades of the schools, thru its chairman Superintendent Kirk submitted the following report which was adopted:—

1663. 1. All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

The first five years or grades, exclusive of kindergarten, shall constitute the primary grades.

The County Board of Education must, except in incorporated cities having Boards of Education, on or before the first day of July, prescribe the course of study in each grade for the ensuing year.

2. Except in incorporated cities having Boards of Education, the County Board of Education shall require that promotions, upon written examinations or otherwise, in each of said courses, shall take place at stated periods, at least once in each school year. It shall also provide for conferring diplomas at the end of the course of study in the grammar grade for those who satisfactorily pass the required examination.

3. The County Board of Education may amend and change, subject to section sixteen hundred and sixty-five, either of the above courses of study, whenever necessary.

The committee, appointed to consider the advisability of drafting a compulsory Educational Law, thru its chairman Carl H. Nielsen, submitted the following report which was adopted:—

RESOLUTION ON COMPULSORY EDUCATION STATUE.

We, your committee, appointed to report on the advisability of drafting an effective compulsory education statute beg to report that we are most heartily in favor of the passage, by the next legislature of such a law relative to this subject as shall be both thoro and effective in its operation and for this purpose, we recommend that a committee of five be appointed by the chairman—two City Superintendents and three County Superintendents with full power to draft such a statute and present the same to the Superintendent of Public Instruction for his approval; and that the Superintendent of Public Instruction, after the approval of said draft be requested to urge upon the legislative committees on Education and Pub-

lic Morals a favorable report on said draft to the next State Legislature.

CARL H. NIELSEN
O. W. GROVE
F. P. RUSSELL

The committee appointed to take into consideration the establishment of a dividing line between the High Schools and Grammar Schools of the State submitted the following report thru its chairman, Superintendent Erlewine and on motion the report was laid on the table:—

1663. 1. All schools, unless otherwise provided by law, must be divided in to primary and grammar grades. The first five years or grades, exclusive of kindergartens shall constitute the primary schools, and the next four years shall constitute the Grammar Schools. The County Board of Education must, except in incorporated cities having Boards of Education on or before the first day of July, prescribe the course of study in each grade for the ensuing year.

2. Except in incorporated cities having Boards of Education, the County Board of Education shall require that promotions upon written examinations or otherwise, in each of said courses, shall take place at stated periods, at least once in each school year. It shall also provide for conferring diplomas at the end of the course of study in the grammar grade for those who satisfactorily pass the required examinations.

3. The County Board of Education may amend and change, subject to section sixteen hundred and sixty-five, either of the above courses of study, whenever necessary.

The regular order of business was then taken up and upon motion, Section 1543 as printed in the Seventeenth Biennial Report was amended to read as follows:—

SECTION 1543, changed to read as follows:

Seventh—"He shall have power to issue, if he deems it proper to do so, temporary certificates, valid until the next annual meeting of the County Board of Education, upon credentials upon which County Boards are empowered to grant certificates without examination, as specified in sections one thousand seven hundred and seventy-five and one thousand five hundred and three; *provided*, that no person shall be entitled to receive such temporary certificate more than once in the same county."

Eleventh—"Except in incorporated cities having a City Superintendent, to pass upon and approve or reject all orders for school furniture, and to accept for the district, when completed, all school buildings. To enable him to act in this matter, Boards of School Trustees, before adopting any plans for school buildings, or placing any order for school furniture, must submit the same to the County Superintendent of Schools for his approval."

Fifteenth—"The County Superintendent of Schools shall, unless otherwise provided by law, in the month of May of each year, grade each school for the ensuing school year, and a record thereof shall be made in a book to be kept by him in his office for this purpose; and no teacher holding a certificate below the grade of said school shall be employed to teach the same."

Section 1548, as printed in the Seventeenth Biennial Report, was adopted in its entirety as follows:—

SECTION 1348. "He may draw his requisition upon the County Auditor, who shall draw his warrant on the unapportioned General School Fund, in his own favor, for the binding of school documents, not to exceed two dollars for each district of his county, and for such other incidental expenses as may be authorized by law; *provided*, that not more than one half of such allowance shall be used during the first six months of any school year, except by unanimous consent of the Board of Supervisors; *and provided further*, that in incorporated cities, each school containing three hundred pupils shall be considered equal to one school district."

Section 1553 was likewise adopted without change:—

SECTION 1553. "No County Superintendent of Schools, who receives an annual salary of fifteen hundred dollars or more, must follow the profession of teaching, or any other vocation that can conflict with his duties as Superintendent; but those receiving less than fifteen hundred dollars per annum may teach in the public schools of this State."

Superintendent Harrell moved to strike out the words "temporary or permanent" in the first and second lines of Section 1565. A substitute motion by Superintendent Nielsen that the section be adopted as a whole prevailed:

SECTION 1565. "Every applicant for a teacher's certificate, temporary or permanent, or for the renewal of a certificate, upon presenting his application, shall pay to to the County Superintendent of Schools a fee of two dollars, to be by him immediately deposited with the County Treasurer, to the credit of a fund to be known as the Teachers' Institute and Library Fund. All funds so credited shall be drawn out only upon the requisition of the County Superintendent of Schools upon the County Auditor, who shall draw his warrant in payment of the services of instructors in the County Teachers' Institute; *provided*, they be not teachers in the public schools of the county in which such Institute is held; and for the purchase of books for a library for the use of the teachers of the county. At least fifty per cent. of the Teachers' Institute and Library Fund shall be expended for books. The County Superintendent of Schools shall take charge of the teachers' library, prepare a catalog of its contents, and keep a correct record of books taken therefrom and returned thereto."

Section 1577 was read and referred to the Superintendent of Public Instruction to endeavor to obviate the following difficulty suggested by Superintendent McClymonds:—

A school district is legally annexed and the children attend the schools of the district to which the first district has been annexed. but school money is apportioned to the district from which they came. Superintendent Sackett also offered an amendment to Section 1577 which was adopted and the whole section as amended and reported as follows:—

SECTION 1577. *First*—"No new school district shall be formed at any other time than between the first day of November and the tenth day of February following in any school year, nor at that time unless parents or guardians of at least fifteen census children, residents of such proposed new district, and residing at a greater distance than two miles, by a traveled road, from the public school-house in the district in which said parents or guardians reside, present a petition to the County Superintendent of Schools, setting forth the boundaries of the new district asked for; *provided*, that the provision requiring that the petitioners shall reside a distance of more than two miles, by a traveled road, from the said public school-house, may be dispensed with when the petition shall be signed by the parents or guardians of fifty or more census children, residents of a district containing more than three hundred census children."

That in the formation of new School Districts, a sworn statement as to facts set forth in said petition are true and that the children listed are of required school age, and reside in the territory of which s id district is to be composed shall accompany said petition,

Second—"The boundaries of a school district, except as provided in section one thousand five hundred and fifty-one of the Political Code, shall be changed only between the first day of November and the tenth day of February following in any school year, and then only when at least ten families residing in the district affected by the proposed change of boundaries, shall present to the County Superintendent of Schools a petition setting forth the change of boundaries desired, and the reason for the same; *provided*, that two or more districts lying contiguous may at any time be united to constitute but one district, whenever a petition signed by a majority of the heads of families residing in each of said districts shall be presented to the County Superintendent of Schools,"

Third—"Joint districts (that is, districts lying partly in one county and partly in another) may be formed at any time between the first day of November and the tenth day of February following in any school year, whenever a petition signed by the parents or guardians of at least fifteen census children, residents of such proposed joint district and residing at a greater distance than two miles by a traveled road from any public school-house, shall be presented to the County Superintendent of Schools of each county affected by the proposed formation of the joint district; *and provided further*, that the provision requiring that the petitioners shall reside a distance of more than two miles, by a traveled road, from any public school-house may be dispensed with when the petition shall be signed by the parents or guardians of fifty or more census children, residents of districts any one of which shall contain more than three hundred census children. All the provisions relative to the formation of joint district shall be by concurrent action of the County Superintendent of Schools and the Board of Supervisors of each county."

Sections 1581, 1599 and 1600 were adopted as read and are as follows:—

SECTION 1581. "After the making of an order by the Board of Supervisors, creating a new school district, the school must be open therein not later than the first Monday in October following the date of said order; otherwise, said order shall be null and void."

SECTION 1599. "The voting must be by ballot without reference to the general election laws in regard to nominations, forms of ballot, or manner of voting."

SECTION 1600. "Any person offering to vote may be challenged by any elector of the district, and the Judges of the Election must thereupon administer to the person challenged an oath, in substance as follows: 'You do swear that you are a citizen of the United States, that you are twenty-one years of age, that you have resided in this State one year, in this county ninety days, and in this school district thirty days next preceding this election, and that your name has been on the Great Register of this county for fifteen days.' If he takes the oath prescribed in this section, his vote must be received, otherwise his vote must be rejected."

Section 1617, upon motion of Superintendent Graham, was amended to read as follows, and then upon motion the whole section, as amended, was referred to the Superintendent of Public Instruction:

SECTION 1617. "Subdivisions Fifth and Sixth combined into one subdivision, as follows:

Fifth—"When directed by a vote of their district to build school houses, or to purchase or to sell school lots, and to make, in the name of the district, conveyances of all property so purchased or sold."

Subdivision Sixth stricken out.
Subdivision Seventh changed to Sixth.
Subdivision Eighth changed to Seventh.
Subdivision Ninth changed to Eighth.
Subdivision Tenth changed to Ninth.
Subdivision Eleventh changed to Tenth.
Subdivision Twelfth changed to Eleventh.
Subdivision Thirteenth changed to Twelfth.
Subdivision Fourteenth changed to Thirteenth.
Subdivision Fifteenth changed to Fourteenth, and to read as follows:

Fourteenth. "To permit children from other districts to attend the school of their district only upon the consent of the Trustees of the district in which such children reside; *provided*, that should the Trustees of the district in which children whose parents or guardians desire them to attend in other districts, refuse to grant their consent, the parents or guardians of such children may appeal to the County Superintendent of Schools, and his decision shall be final; *provided further*, that if Boards of Education admit pupils against the provisions of this section, the County Superintendent of Schools may refuse to draw a requisition upon the order of said Board of Trustees or Board of Education."

Subdivision Sixteenth changed to Fifteenth.
Subdivision Seventeenth changed to Sixteenth.
Subdivision Eighteenth changed to Seventeenth.
Subdivision Nineteenth changed to Eighteenth.
Subdivison Twentieth changed to Nineteenth, and paragraph (3) changed to read as follows: "In regard to prosecuting, settling, or compromising any litigation in which the district may be engaged, and may vote money from the County Fund of the district, not exceeding one hundred dollars in any one year for any of these purposes. All funds raised by the sale of school property may be disposed of by direction of a district meeting. District meetings may be adjourned from time to time, as found necessary, and all votes instructing the Board of Trustees shall be taken by ballot. The Board of Trustees shall, in all cases, be bound by the instructions of the district meeting in regard to the subjects mentioned in this subdivision of this section; *provided*, that the vote in favor of changing the location of the school house shall be two-thirds of all electors voting at said meeting upon the proposition to change the location."

And provided further that a new school site shall be selected at the time at which, and by the same vote by which the site is changed.

SECTION 1622. "Boards of School Trustees and City Boards of Education may use the school moneys received from State and County apportionments during the school year for any of the purposes authorized by this chapter; but a sum equal to the amount received from State apportionments and at least sixty (60) per cent of County apportionments, exclusive of the Library Fund, must be used exclusively for the payment of teachers of primary and grammar grade schools."

Upon motion the question of the transportation of pupils from one portion of a district or city to another portion of the same district or city for purposes of economy or better school facilities, the expense of such transportation to be defrayed from school moneys, was referred to a special committee, consisting of Superintendents Cubberly, Linscott and Graham.

Sections 1623 and 1650 were adopted as read and are as follows:

SECTION 1623. "Boards of School Trustees and City Boards of Education are liable as such, in the name of the district, for any judgment against the district for salary due any teacher on contract, and for all debts contracted under the provisions of this chapter, and they must pay such judgment or liabilities out of the school moneys to the credit of such district; *provided*, that the contracts mentioned in this section are not in excess of the school moneys accruing to the district for the school year for which the contracts are made, otherwise the district shall not be held liable."

SECTION 1650. *Third*—"To place the monthly journal designated as the official organ of the Department of Public Instruction in the school district library each month; and if he fails to receive it regularly, to immediately notify the publishers and the County Superintendent of Schools of such fact.

Section 1674 (a new section) was read, and upon motion Superintendent Wood was appointed a committee of one to amend the section. The amendment was accepted by the Convention, and the amended section reads as follows:

SECTION 1674 (a new section). "In schools of more than one teacher, the Board of School Trustees, or City Board of Education, must designate one of the teachers as the Principal of the school, who shall have general supervision of the entire school, *provided* that nothing in this section shall be so construed as to prevent Boards of School Trustees or Boards of Education from selecting a Principal to supervise the work of two or more schools in one school district."

Section 1713 was adopted as read:

SECTION 1713. "The Library Fund shall consist of not less than three nor more than ten per cent. of the County School Fund annually apportioned to districts; *provided*, that in incorporated cities and towns the Library Fund shall consist of not to exceed seventy-five dollars for every one thousand census children, or a fraction thereof of five hundred or more, annually taken from the City or County school Fund apportioned to the city or town."

An amendment to Section 1768 to insert the word "names" in the fourth line was lost and the section was adopted as read:

SECTION 1768 "Except in any city and county, there shall be a County Board of Education, which shall consist of the County Superintendent of Schools and of four other members, appointed by the Board of Supervisors of the county from a list of names submitted by the County Superintendent of Schools; *provided*, that the said list submitted shall contain at least two names for each member so appointed."
Subdivision Second stricken out.
Subdivision Third changed to Second, and to read as follows:
Second. "At the last regular meeting of the Board of Supervisors preceding the first day of July in each year, two members of the Board of Education shall be appointed to serve for a period of two years."
Subdivision Fourth changed to Third, and to read as follows:
Third. "If the Board of Supervisors of any county refuse or neglect to appoint members of the County Board of Education, as provided in subdivision one (1) and two (2) of this section, it shall be the duty of the County Superintendent of Schools to appoint them. Should a vacancy occur at any time in the Board of Education, it shall be the duty of the Board of Supervisors to appoint a person to fill such vacancy. Vacancies occurring in the County Board of Education shall be filled by the Board of Supervisors in the manner above provided; *provided*, that all appointments to fill vacancies be made for the unexpired time only."
Subdivision Fifth changed to Fourth.
Subdivision Sixth changed to Fifth.
Subdivision Seventh changed to Sixth.

As an amendment to Section 1770, Superintendent Howard moved to change the word "annually" to "semi-annually." The amendment failed of passage and the section was adopted as read:

SECTION 1770. *First*—"Each County Board of Education shall meet annually, at such time as they may determine. Special meetings may be called by the County Superintendent of Schools whenever in his judgment the exigences of the schools may require them to be held. Upon the request of any three members, in writing, the County Superintendent of Schools shall call a special meeting. Notice of all annual meetings shall be given by the Secretary at least ten days prior to the time of said meeting; and no business shall be transacted at a special meeting, except as provided in subdivision second of this section, other than such as may be specified in the call of the Secretary.

Second—"Examinations of applicants for teachers' certificates shall be held only at the annual meeting of the Board. Certificates upon credentials may be granted, and certificates may be renewed, at any meeting of the Board.

Section 1773 was adopted as it reads:

SECTION 1773. "All examinations shall be in writing, in answer to questions formulated by the Board of Education. The said Board may also examine all applicants, orally, touching the questions asked and such other matters in connection therewith as shall have a tendency to demonstrate the fitness of the applicant to assume the duties of teacher. All examinations shall be public."

A motion to adopt Section 1874 *Second* as read by the Secretary was made and carried. The matter not being thoroly understood by the convention, a motion to reconsider the vote whereby Section 1874 *Second*, as read, was adopted, was made. The motion carried and the section was made the first order for the afternoon session.

The convention adjourned until 1.30 o'clock P. M.

Afternoon Session.

The Biennial Convention convened at 1:30 P. M., Superintendent Samuel T. Black presiding.

Upon motion duly made and seconded, the following persons were made honorary members of the convention:

E. W. Davis of Sonoma County; A. B. Coffey of Sutter County; Harr Wagner of San Diego County; W. W. Seaman, ex-Deputy Superintendent of Public Instruction, and Fred M. Campbell, ex-Superintendent of Public Instruction.

City Superintendent Cubberly moved, and the same was carried, that the convention adjourn at 3:30 o'clock P. M. to the High School building at Ninth and M Streets to listen to a talk on the subject of drawing by Miss Godden.

Superintendent Nielsen moved that a committee of five be appointed by the chair to express the opinion of the convention relative to the proper use of the State text-books in the public schools of the State of California. The motion was carried and the chair appointed as such committee Superintendents Nielsen, Erlewine, Linscott, Bailey and McClymonds.

The chairman read a communication from the Superintendent of State Printing, A. J. Johnston, to the convention, to visit the State Printing Office and personally inspect the process of manufacturing the State text-books. The convention accepted the invitation and named the hour of 8 o'clock A. M., April 27, 1898, as the time to make the visit.

The matter of the report of seven on the certificating of teachers was referred to the same committee that made the report on August 6, 1897, with instructions to report to the convention on the morning of April 27, 1898.

The matter at the bottom of page 23, Biennial Report, 1896, relating to special certificates was referred to the Committee on Special Certificates.

The third sub-division of Section 1858 of the School Law of California was called to the attention of the convention by Superintendent Smith of Placer County. After an extended discussion of the same, this portion of the section, upon motion of Superintendent Russell, was referred to a committee of five. The chair appointed as such committee Superintendents Smith of Placer County, Russell, Messer, Hyatt and Smith of Siskiyou County.

In accordance with the recommendation of the committee appointed to consider the advisability of drafting a compulsory educational law, the chair appointed as such committee to draft such a statute for submission to the Superintendent of Public Instruction the following persons: Superintendents McClymonds, Chipman, Foshay, Job Wood, Jr., and Miss Ames.

The hour of 3:30 o'clock A. M. being at hand, the convention adjourned to 10 o'clock A. M., April 27, 1898.

KATE AMES, Secretary.
W. P. STONE, Assistant Secretary.

SACRAMENTO, CAL., APRIL 27, 1898.

The third day's session of the Biennial Convention of County and City Superintendents of California was called to order at 10 o'clock A. M. April 27, 1898, by the President, Samuel T. Black.

On motion, the minutes of the previous session were not read.

The chairman called for the reports of committees and the following reports were made:

The Committee upon the Caminetti Amendment, thru its chairman, Superintendent Wood, submitted the following report which was adopted:

Your committee to whom was referred the question of amending the constitution relative to using State school moneys for High School purposes, as proposed by the last legislature, begs to report as follows:

In view of the fact that the large majority of pupils in the primary and grammar grades never reach the work proposed in the amendment, we therefore think it unwise to make such change.

JOB WOOD, JR.
J. W. GRAHAM.

The Committee upon the matter of the National Monument to the Martyrs of the Maine and the building of a battle ship by the children of the United States to be known as "The American Boy," thru its chairman, Superintendent Sackett, submitted the following report which was adopted by a rising vote:

SACRAMENTO, CAL., APRIL 27, 1898.

To the Convention of County and City Superintendents:

Your Committee to whom was referred the matter of a National Monument to the Martyrs of the Maine, also the matter of building by the children of the United States a battle ship to be known as "The American Boy," beg leave to report as follows:

First. That we are in hearty sympathy with both propositions, believing each worthy of consideration at the hands of the convention.

Second. That the matter of a National Monument to the Martyrs of the Maine be referred to our Honorable Superintendent of Public Instruction, recommending that he communicate with the National Committee having the subject in charge, securing the Union Blanks for signature by the children and distribute the same thru the Superintendents of the Cities and Counties of the State with such instructions as he may deem best.

Third. That the City and County Superintendents of the State bring the matter of "The American Boy" fund before the teachers of their respective counties and cities, securing as far as possible their co-operation in carrying out the desire of the National Committee having the matter in charge.

GEO. L. SACKETT,
O. E. GRAVES,
J. B. BROWN.

The committee upon the Trans-Mississippi Educational Exposition, thru its chairman, submitted the following resolution:

SACRAMENTO, APRIL 26, 1898.

To the Biennial Convention of Superintendents of California:

Your committee begs leave to report that we have considered the matter of the Trans-Mississippi and International Exposition.

While we are heartily in sympathy with the work of the educational department of that exposition and foresee the great good to result therefrom, we regret that it is impossible at this time to accept the kind invitation conveyed to the school department of this State thru this convention.

L. J. CHIPMAN,
JULIA L JONES,
D. G. SULLIVAN.

Upon motion of Superintendent Foshay, the report was amended so that such schools of California as desired to exhibit at this exposition could do so. The report as amended was then adopted.

The committee upon the matter of providing for the payment of teachers' salaries in cases where the salary fund has been exhausted, thru its chairman, Superintendent Foshay, submitted the following report which was adopted:

To the Convention of Superintendents—Greeting:

Your committee to whom was referred the matter of providing for the payment of teachers' salaries in cases where the salary fund has been exhausted, beg leave to report as follows:

We recognize the hardship and the injustice that frequently arise under the present system when, because of an exhausted fund, teachers are compelled through necessity to discount salary orders at a personal loss to themselves. We therefore recommend that a committee of five be appointed, whose duty it will be to prepare amendments to or addition to the present school law, providing for a remedy for the evil complained of, and to submit the same to the Superintendent of Public Instruction for his approval, and for subsequent legislative action.

Respectfully submitted,
ROBERT FURLONG, L. J. CHIPMAN, GEO. F. MACK.
Committee.

In accordance with the recommendation of the resolution, the chairman appointed as a committee to carry out its provisions, Superintendents Furlong, Chipman, McClymonds, Garlick and Sanborn.

The committee upon the question of providing means by which City Boards of Education and Boards of School Trustees can transport pupils residing in one portion of a city or district to another portion of the city or district for purposes of economy or better school facilities, thru its chairman, Superintendent Cubberly, submitted the following report which was adopted. The same committee was given charge of the investigations recommended, and requested to submit the results of the same to the Superintendent of Public Instruction in accordance with the terms of the committee's report.

The committee to whom was referred the question of an amendment to the laws that would provide means by which City Boards of Education and Boards of School Trustees may expend money to provide transportation for pupils residing in another part of the school district or city, beg leave to report as follows:

We would ask that the committee be given further time in which to investigate the transportation laws of other states, or that a new committee

be appointed to frame a careful measure which shall not only permit transportation of pupils from one part of a school district to another part of the same district, but will also permit of the consolidation of a number of small schools into one large one, as is done so successfully in a number of the Eastern States, the report of the committee to be submitted to the Superintendent of Public Instruction for his approval before submitting the plan to the Legislature.

ELWOOD P. CUBBERLY, J. W. LINSCOTT, J. W. GRAHAM.
Committee.

Superintendent Cox, upon a question of privilege, presented the following resolution which was adopoted:

Resolved, That this convention of Superintendents affirms its belief in the honesty of Superintendent Linscott of Santa Cruz in the position he takes concerning educational matters of importance to the schools of California and recognizes him to be a fearless exponent of his convictions.

The committee appointed to express the opinion of this convention relative to the proper use of the state text-books in the public schools of the State of California, thru its chairman, Superintendent Nielsen, asked further time in which to make its report.

The request was granted with instructions to report at 1:30 o'clook P. M., April 27, 1898.

The committees on the Report of the Committee of Seven on the Certification of Teachers and Special Certificates, bottom of page 23, Seventeenth Biennial Report, were granted further time.

The committee to whom was referred Section 1858, *Third*, thru its chairman, Superintent Smith of Placer County, submitted the following report:

In the matter of school districts having less than ten census children, your committee beg leave to report as follows:

We believe such districts should be declared lapsed, and that this can best be accomplished by amending Section 1543, subdivision 2, page 9, as follows: After the word "year," third line, insert the following words: "Or if the census roll of a district shows less than ten census children making the subdivision read as follows:"

2. If in any school district there has been an average daily attendance of only five, or a number of pupils less than five, during the whole school year, or if the census roll of a district shall show less than ten census children the Superintendent shall at once suspend the district, and report the fact to the Board of Supervisors at their next meeting. The Board of Supervisors, upon receiving such report from the Superintendent, shall declare the district lapsed, and shall attach the territory thereof to one or more of the adjoining school districts in such manner as may be by them deemed most convenient for the residents of said lapsed district.

P. W. SMITH, F. P. RUSSELL, EDW. HYATT.

Upon motion the report was laid upon the table.

The committee to draft a compulsory educational law for submission to the Superintendent of Public Instruction was granted further time.

Superintendent Foshay presented the following resolution; upon motion the same was adopted:

WHEREAS, There are some cities in the State whose municipal charters prescribe methods of electing Boards of Education in such a manner that the terms of office of all the members expire at the same time, and realizing that it would be to the interest of the schools of such cities that the terms of office of the members of the Board should expire at different times, to the end that it would be impossible for any Borrd of Education at any time to be entirely constituted of new members, therefore be it

Resolved, That a committee of five, consisting of three City Superintendents and two County Superintendents be appointed to draft, if possible, amendments or additions to the present school law to remedy this evil. When such law shall have been approved by the State Superintendent, this convention does hereby instruct him to urge legislative enactment of the same.

Superintendent Hyatt offered the following:

In accordance with a suggestion contained in the State Superintendent's opening remarks, concerning the advisability of introducing the Arbor Day idea into the schools of the State, I move you that the matter be referred to the Superintendent of Public Instruction with instructions to bring it into the amendments proposed to the Legislature.

The same was adopted by the convention.

Superintendent Smith of Placer County offered the following amendment to Section 1858, *Third*, and the same was adopted by the convention:

Districts having less than ten census children shall receive no apportionment other than that provided for in subdivision four of this section,

The convention then adjourned until 1:30 o'clock P. M.

AFTERNOON SESSION.

The Biennial Convention of County and City Superintendents of the State of California was called to order by the President, Samuel T. Black.

[A resolution on the death of Clara March omitted here will appear in next issue.]

Superintendent Garlick called attention to the proper lighting of school rooms as mentioned on pags 91 of the seventeenth Biennial Report. A motion was made and carried that the matter be referred to the State Superintendent to see if proper legislation can not be had on the subject.

Superintendent Brown thought that the present compulsory law should be repealed, and made a motion embodying such a recommendation. The motion was adopted by the convention.

Superintendent Howard considered that a change in the law regarding the payment of the expense of printing the description of district boundaries should be made. A motion that a recommendation be made so that these expenses be paid out of the county general fund, instead of the county school fund, prevailed.

The committee appointed to express the opinion of this convention relative to the proper use of the State Text-Books in the public schools of the State of California, thru its chairman Superintendent Nielsen submitted the following report:—

We, your committee appointed to draft a resolution expressive of the opinion of the County and City Superintednents of the State of California relative to the usefulness of our present series of State School books, beg to report as follows:

1. That we believe in a uniform series of school text books for the entire State

2. That the present system of providing text books for use in the public schools of California is not satisfactory, in that it has failed from a point of usefulness to furnish the best text books in the various subjects for the schools of the State.

3. We do not wish to dictate as to the method of providing for the mechanical work required in producing our school text books, but as educators we deem it our duty in behalf of the children of the State to demand that provision shall be made by which the best books possible shall be procured at a reasonable expense.

4. We believe that the inefficiency of the present series of State school text books is due to the system of compilation.

5. We therefore reapectfully ask the Legislature in behalf of the 300,000 children of the State, to make such changes in our present law, either by submitting an amendment to the Constitution or by legislative enactment as shall compel the State Board of Education to purchase in the open market the copyright of satisfactory school text books.

6. In the absence of legislation as set forth above we recommend that Section 1874 be amended so as to read as follows:

SECTION 1874. Second. No change of text books must be made at any other time than in the months of April, May or June of the year in which the change is made, but no changes shall be made to take effect until the beginning of the school term commencing after the 30th day of June of that year, and no books other than those published by the State shall be apopted by the Board of Education of any county, city, or city and county as text books in any of the public schools of this State in the subjects of reading, arithmetic, English grammar, orthography, geography, United States History, physiology and civil government, provided that supplementary books in these subjects may be recommended by said Board of Education to supply existing deficiencies in the series of State text books and providing further that said supplementary books be furnished to the pupils of the various school districts of the State free of charge. Respectfully submitted,

Signed: Carl H. Nielsen, Walter J. Bailey, J. W. McClymonds, J. W. Linscott.

Superintendent Erlewine moved to amend the first subdivision of the committee's report so that it would read as follows:—

(1) That we believe in a uniform series of school text-books for the entire State to be published by the State.

The amendment was duly seconded. After discussion, a roll call was demanded, and the convention voted as follows upon the adoption of the amendment:—

Ayes:—J. P. Garlick, Mrs. Harriet A. Grover, George F. Mack, G. H. Stout, Mrs. H. L, Wilson, David Leishman. T. E. McCarty, J. B. Brown, Alfred Harrell, J. W. Graham, Mrs. E. K. Harrington, Dr. W. A. Finley, George H. Rhodes, Anna L. Williams, P. W. Smith, B. F. Howard, John Garner. N. Messer, G. Thurmond, F. H. Turner, C. S. Smith. A. P. Sanborn, O. E. Grayes, Lizzie H. Fox. J. S. McPhaill, O. W. Erlewine, P. M. Condit.

Noes:—E. F. Floyd, S. W. Austin, Robert Furlong, Julia L. Jones, O. W. Grove, Job Wood Jr., Kate Ames, J. P, Greeley, Edward Hyatt, W. J. Bailey, L. J. Chipman, John W. Linscott, Mrs. M. E, Dittmar, Carl H. Nielsen, J. A. Wagener, George L. Sackett, H. B. Pendegast. D. J. Sullivan, J. A. Foshay, J. W. McClymonds, E. P. Cubberly, F. P. Russell, Jas. A. Barr, F. E. Perham, J. A. Guttery, E, M. Cox, M. M. Dailey.

Absent:—A. M. Phalin, Thomas J. Kirk, Wm. M. Finch, Otis M. Doyle, Spurgeon V. Riley, Cornelia Richards, W. J. Rogers, Kate L. Donneley, Maggie M. Mogeau, R. H. Webster, George Goodell, Etta M, Tilton, C. G. Kline, G. P. Morgan, James A, Scott.

Ayes:—27; Noes:—27; Absent:—15; Total:—69.

The vote being a tie, the amendment was lost.

Superintendent McClymonds moved that the convention consider the report of the committee by subdivisions. The motion was lost.

The report of the committee was again read by chairman, Superintendent Nielsen, Superintendent Erlewine moved to amend the same by stricking out section two of the committee's report.

The amendment was lost.

The report of the committee was then adopted.

Superintendent Furlong presented the following resolution, which was adopted:—

Resolved:—That. it is the sense of this convention that at least one day of the next Biennial Convention be devoted to a discussion of matters pretaining to supervision and that the Superintendent of Public Instruction be requested to appoint a committee consisting of two county Superintendents and two city superintendents to act with him in preparing a program for said convention.

The following resolution, presented by Superintendent Sackett was adopted by the convention.

Resolved:—That, the Superintendent of Public Instruction be requested to call the next biennial convention of County and City Superintendents to meet in the city of Los Angeles.

Upon motion of Superintendent Harrell, the convention voted that a committee of three be appointed to assist the State Superintendent in presenting to the Legislature the legislation recommended by it. Superintendent Rhodes presented the following amendment to Sections 1549 and the same was adopted by the convention:—

To strike out all that part of the section after the word "deputy," where first mentioned, and insert the following:—

"And in counties, employing over one hundred teachers, in primary and grammar schools; said deputy to receive a salary to be fixed by the Supervisors, payable out of the same fund, and at the same time, that the salary of the Superintendent of Schools is paid."

Superintendent Sackett made the suggestion that each Superintendent make a special point of presenting the recommendations of this convention to the representatives of their different sections in the coming legislature and urge favorable action thereon.

A motion to adjourn until 9 A. M. April 28, 1898, was lost.

The matter of the certification of teachers was referred to the Superintendent of Public Instruction with instructions to consider it from the point where it was presented by the Biennial Convention of 1896, and formulate a bill therefrom for the coming legislature.

Superintendent J. A. Foshay presented a petition in relation to the granting of kindergarten certificates. It was referred to Superintendent of Public Instruction, S. T. Black.

No further business appearing before the convention, it adjourned at 4 o'clock P. M.

[KATE AMES, Secretary]
M. P. STONE, Assistant Secretary.

Cut Up Questions.

SUGGESTIONS.—The object of the Cut Up Questions is to furnish drill work in addition to that given in the Arithmetic. They can be used to keep the bright pupil busy who always has his work done first and finds time for mischief. The cards should be cut out and pasted on stiff cardboard.

BY CHAS. H. ALLEN.

For training in the quick comprehension of the relations of numbers:

1—12 is 3 times what number?
2—12 is ½ of what number?
3—12 is ⅔ of what number?
4—12 is 4·5 of what number?
5—12 is 2·5,—3·5,—6 7 of what number?

II

1—12 is what part of 60?
2—12 is how many times 1½?
3—10 is how many times 2½?
4—10 is 2½ times what number?

III

1—8 is what part of 12?
2—12 is what part of 48?
3—½ is what part of 5?
4—⅓ is what part of 4?
5—⅔ is what part of 4?

IV

1—½ is how many times ¼?
2—¼ is what part of 1½?
3—⅓ is what part of 6?
4—⅔ is what part of 6?
5—½ is what part of ⅔?

V

1—4 times 10 is 8 times what number?
2—7 times 12 is 21 times what number?
3—6 times 15 is 5 times what number?
4—2 times 11 is ½ of what number?
5.—48 is how many times 2 times 6?

VI

1—If ½ a number is 6 what is ⅓ of the same number?
2—24 is what part of 40?
3—⅓ a number is 16. What is ¼ of the number?
4—½ is what part of 2½?
5—5½ is how many times ½?

VII

1—½ of 40 is 4 times what number?
2—19 is 3 more than 4 times what number?
3—19 is 3 less than twice what number?
4—3 times 12 is how many times ½ of 12?
5—4 times 15 is how many times ⅓ of 18?

Cut out lessons to accompany per centage.

I

1—What is 4 per cent. of 100? 2½ per cent. of 100?
2—What is 4 per cent. of 90? of 80?
3—What is ½ per cent. of 400? Of 340?
4—What is 450 per cent. of 16? Of 21?
5—What is ¼ per cent. of 60? Of 84?

II

1—8 is 4 per cent. of what number? 20 per cent. of what number?
2—15 is 5 per cent. of what number? ½ per cent. of what number?
3—20 is 125 per cent. of what number? 1½ per cent. of what number?
4—½ is 25 per cent. of what number? 200 per cent. of what number?
5—15 is 7½ per cent. of what number? ¾ per cent. of what number?

III

1—4 is what per cent. of 8? 8 is what per cent. of 4?
2—3 is what per cent. of 5? Of 15?
3—12 is what per cent. of 6? Of 24? Of 30?
4—½ is what per cent. of 10? Of 12? Of 5?
5—½ is what per cent. of ¾? ¾ is what per cent. of ½?

Willie—"I feel awfully sensitive about my mustache, Angeline."

Angeline—"Oh, don't worry, Willie, no one will notice it."

Normal School Department.

NOTES AND COMMENTS.

A joint meeting of the Boards of Trustees of the California Normal Schools was held in Los Angeles April 8th.

Representatives of the four boards were present and the presidents of the three schools in operation. The reports of the presidents, which were read at the meeting, showed a notable increase in the attendance at each school, and that a growing interest is evident in the matter of normal instruction.

Work has not begun on the building at San Diego, as the State Board of Examiners has not yet approved the plans submitted. No steps were taken in the direction of electing a president for the school.

The faculty of the school at Los Angeles gave a reception to the visitors which was, of course, a very enjoyable gathering.

President Randall, who spent two days in the Normal School at Los Angeles inspecting its work, reports that they are doing excellent work there. The faculty is strong and harmonious and therefore efficient. His time there was, however, too short. No one can become acquainted with the work of a Normal School without spending from one to two weeks in its class rooms.

With three Normal Schools in operation with an aggregate attendance of more than twelve hundred and with pedagogical departments in our two great Universities, it would seem that the demand for trained teachers will soon be, even if it is not already, supplied. There was a time when the supply fell far short of the demand and teachers came in great numbers from the East.

The conditions will soon be reversed, the supply will exceed the demand and there will be little nducement for outside teachers to come to California.

When traveling over the State years ago I became convinced that many of our best and a few of our poorest teachers were mportations. This is probably true to-day.

A surplus of teachers is not an unmixed evil. Fortunately, under our State school law and our State usage, this cuts no great figure in the matter of salaries. It results in leaving the surplus unemployed, compelling them to enter other vocations. If it worked out the desirable result of "the survival of the fittest" the condition would be one to be greatly desired.

In many cases it will do this, but there are others where nepotism, "pull and push" will make room for inferior teachers. In such cases it will be the strongest "that must go to the wall." Their consolation may be that they are like the martyrs of old "of whom the world (the schools) was not worthy." If they are really strong they can get on better without the schools than the schools can without them.

CHAS. H. ALLEN

Prize Composition.

The Following Composition Won the Prize Offered in April "Journal."

Once there lived in the city of San Jose a little girl named Florence. Santa Claus brought her a box of paints for Christmas and her oldest sister, Mary, said she would teach her how to paint.

After a few lessons and a great deal of practice Florence felt able to paint a picture all by herself for her mother's birthday present.

One Saturday morning she thought it time to begin the picture, so she went out into the garden, gathered a bouquet of her mother's favorite flowers, arranged them loosely in a glass of clear, cool water and took them to her room to paint.

She did not ask Mary to help as she wanted to surprise her too.

Her materials were taken from the drawer and placed upon the table. She first drew the flowers, then painted them with great care. But just as she was about to give the fini hing touch, the dinner bell rang and she went down to the dining room leaving every thing just as it was.

After she had gone her pet kittens, Snowball and Mischief, jumped in at the window down on the drawing table and scattered the paints, palette and brushes over the table, knocked the box on the floor and rubbed the wet sponge over the picture.

Now can you imagine poor Florence's surprise on finding that her pets had given her picture the finishing touch?

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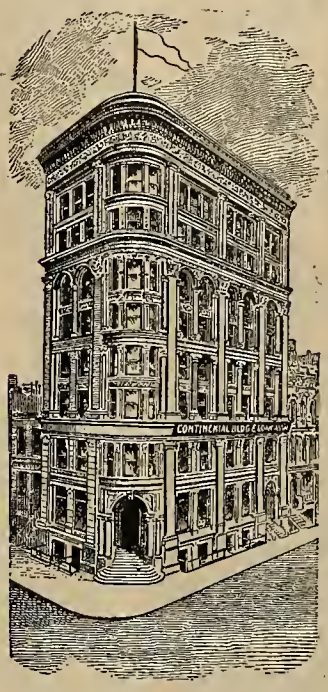

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UNSELFISH SERVICE TO THE PUBLIC GOOD.

Charles Edwin Markham, the poet, and Principal of Tompkins School, Oakland, Cal., was given the honor of delivering the Baccalaureate Address at Stanford. Dr. Jordan not only honored his institution but the public schools of the State in inviting one from the ranks of the teachers to speak to the graduates of the University. It was a tribute to brains. Mr. Markham delivered an eloquent and scholarly address. Here is one thought from it:

THE making of one's own personality the end of all efforts is the chief cause of all the anarchy and evil in the institutions and customs of the world. The man who takes this attitude, even in the highest terms of culture and religion, becomes a destroyer, for he makes mankind his prey and the universe his prowling field. And in destroying others he destroys himself at last. By cutting himself off from the needs and sympathies of his kind he falls as a severed bough. Man's true life is in his warm humanity.

The great souls have always preached a gospel of unselfish service to the public good. They have called on men everywhere to subordinate the private self to the public self. And the great souls were right. In the spirit of this ideal, my friends, all the highest and holiest work of the world has been accomplished. In this spirit the patriots of all ages have defended the national honor and built up the fabric of the public safety. In this spirit Socrates drank the hemlock rather than set a bad example to the youth of Athens. In this spirit St. Patrick carried the education of the heart to the warring tribes of Ierne's isle. In this spirit Gustavus Adolphus and William of Orange struggled to build up and make secure the rights and liberties of the people. In this spirit Savonarola thundered against the iniquities in church and state and strove to build in Florence his dream of a Christian Commonwealth. In this spirit Garibaldi rejected the crown of a Kingdom to become in that moment the King of Europe. In this spirit Shelley spoke for the oppressed in a fire of social passion through the pages of "Queen Mab." In this spirit Mazzini held on to his heroic hopes thru his long, lonely and stormy apostolate. In this spirit our beloved Lincoln held the duties of his public life as sacred as the worship at an altar. In this spirit Carlyle came crying that this is a God's world, and that we must find our work and do it well—Carlyle, the wisest and saddest of this group of Titanic men.

These are men of the social conscience—these are the great souls that have flung out the cry of liberty among the nations.

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SAN FRANCISCO, JUNE, 1898.

NUMBER 6
ESTABLISHED 1852

Publisher's Notice.

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Notice to Trustees.

In order that the official journal may be kept on file, we will furnish a binder for 90 cents. This binder will hold twelve copies, and will be of great service. You will want to preserve the April JOURNAL on account of Dr. Draper's address, and on account of the decision of the State Superintendent of Public Instruction; you will want to keep the May issue on account of the report of the Biennial Convention.

WESTERN JOURNAL OF EDUCATION, 723 Market Street.

The *Review of Reviews* for June, contains many fine articles on the war with Spain.

* *

The *Criterion* of May 7th contained a full page criticism on the poetry of Joaquin Miller.

* *

There has been a decided and definite effort to increase the salary of school teachers, in Chicago, Minneapolis, Seattle and other places.

* *

The school children of the United States will be given an opportunity to contribute towards building a monument to the men who died on the Maine. It is fortunate that there will be no chance to build a monument to the dead heroes of Manilla. They are all alive.

School Trustees will find the articles of Superintendent of Public Instruction, S. T. Black, and Chas. H. Allen, interesting and instructive.

* *

The last day of school has a deep meaning for teacher and pupil. The sentiment that comes from vacation songs, and the farewells on the afternoon are in themselves an education.

* *

Carroll Carrington, the subtle genius who presides over one or more of the editorial departments of the *Examiner*, glanced thru the May number of this journal, then dropped it with the remark, "It is too serious," and he was right, but then one should not expect a journal devoted to education to rival the colored supplement. Education is no joke.

* *

Spain has had to borrow money twice. First, to equip Columbus to discover us, and second, to equip a new fleet to whip us, and alas for Spain! No dauntless Columbus is admiral of her new fleet, and alas, for the world there are no more liberty loving Americas to be discovered. The next Columbus will find "Time's burst of dawn" at his feet.

* *

Mara L. Pratt who has won thousands of friends by her lectures, her books and her personality, is at Cornell this year taking a special course in history with Moses Coit Tyler. Miss Pratt published recently in the *American Teacher* a study on "Illustrations for Children Stories." The study is based on work performed for her by the children of Napa County, Cal.

* *

"**Westward** the course of empire takes its way" is no longer true. When Uncle Sam sticks the American flag on the banana trees of the Phillippine Islands, the course of empire will be on its way east. And the land which Columbus sailed to seek and which Magellan discovered, becomes a part of the land of Columbia. Literature may be enriched by a new epic.

* *

The most notable educational convention of the month will be held at Omaha, June 28, 29 and 30th. It is called the Trans-Mississippi Educational Convention.

A number of notable names appear upon the the program. Pres. Andrews of Brown University, Supt. Soldan of St. Louis, Hon. W. W. Stetson, State Superintendent of Schools—Maine, Prof. Chas. E. Bessey, University of Nebraska, Dr. W. Wilkinson of California, Dr. Alexander Graham Bell and many others. Superintendent of Public Instruction, Samuel T. Black of California and Superintendent F. J. Browne of Washington are members of the Advisory Board.

Oregon is at the preseut time stirred from beyond the Cascades to the sea upon the school text-book question. Prof. Ackerman the Republican candidate for Superintendent of Public Instruction and Superintendent Lyman, the Democratic and Populist candidate for the same office, have been forced into the fight. The latter is making the fight in favor of the State publishing its own text-books.

* *

Madison Babcock, formerly Superintendent of Schools of San Francisco, now the principal of The Franklin Grammar Evening School has issued a postal card addressed to the parents in his district which is timely and suggestive. One of the surprising statements that he makes and which he is in position to verify is that there are many boys sixteen years of age in San Francisco who cannot read.

* *

Eva D. Kellogg writes entertainingly of "June" and "The Genius of Vacation" in Primary Education. She emphasises the fact that it gives one a chance to get acquainted with one's own soul, but there are lonesome bachelor school teachers here in the far West who would like to get acquainted with the other one's own soul. It is not so much the cultivation of your own personality, as it is the personality of some one else, that makes life worth living.

* *

Greater interest has been taken in the National Educational Association this year than ever before:

Washington is of great interest at this time and from July 7th to 12th it will be the Mecca of people interested in education. In the State of Washington, Supt. Bingham of Tacoma, is organizing and getting people interested.

In California, Albert Lyser, principal of John Swett Grammar School, San Francisco, will head an excursion via the Union Pacific. Another excursion will go by way of the Santa Fe.

Teachers intending to go should address Raymond A. Pearson, Chairman of Hotel and Public Comfort Committee, Washington, D. C. for accommodations.

* *

From every quarter of the State, from every quarter of the Coast, inquiries are sent in to men who are known to the teachers of the State and Coast as being in touch with and informed upon the movements in higher educational circles in preparation of accomodations for those teachers from the interior who wish to tāke summer work in their respective lines. Just such opportunity now presents itself in the Pacific Grove Summer School to be conducted by a faculty of fourteen men from the two universities (Berkeley and Stanford) one from New York, and others. Such are the plans, such the course of study, such the faculty, such the natural and acquired advantages, that the long-wished-for opportunity now presents itself to those who wish to pursue higher work whether specific or general. Teachers having the means at hand to defray the necessary expenses, or so far as that is concerned tho they have to embarrass themselves a little by so doing, can ill afford to miss this opportunity. It presents itself at such time as many of the teachers of the State are not in the school-room, at such time as teachers are at liberty and enabled to do just what they insist upon wishing for during times of employment. Let them avail themselves now of the opportunity for acquiring a degree of culture, of scholarship, of professional growth which will, yes, *must* go far towards strengthening them for a better work during the coming and subsequent years and for a higher rank among their fellow teachers. The opportunity is at hand. Let him who fails to grasp it, blame himself alone for the loss, for loss it shall be to him who fails, tho a gain unto the wise.

There is something pathetic in the action of the authorities in driving out of old Independence Hall, Philadelphia, the Universal Peace Society. Grant knew what war was, and he said, "Let us have Peace." If he had uttered these words yesterday in the hall where the Liberty Bell swings, he would not have been applauded. The Universal Peace Society expressed its horror of war but it went too far in sympathy with the Queen of Spain. Its sympathy should have been for the Cubans.

* *

There is no proper place for prizes or medals in a system of public schools. We have no right to emphasize what may appear to be superiority in one, while at the same time with the comparison that the pupils make themselves, we direct attention to apparent lacks in the many. Who knows but the student who struggles along and graduates at the foot of his class does not deserve more credit than the valedictorian? General Grant was very near to the foot of his class at West Point, while possibly the ten best have been forgotten.

* *

Hon. W. T. Harris and a committee recommended to the National Educational Association certain changes in spelling in all official documents. This is the first great practical step taken, and the editor hereafter will adopt the changes of spelling as recommended by the N. E. A. The writers are therefore not responsible for the spelling in their contributions.

The National Educational Association has recommended for use in its official documents the following:

tho	for though	program	for programme	prolog	for prologue
thru	" through	thruout	" throughout	demagog	" demagogue
altho	" although	thorofare	" thoroughfare	decalog	" decalogue
thoro	" thorough	catalog	" catalogue	pedagog	" pedagogue

* *

The poets are the great teachers. Here is a lesson if properly learned will add more to one's life than will the knowledge that if a fish and a half cost one cent and a half, six fishes would cost $—.

If I were a cobbler, it would be my pride
The best of all cobblers to be;
If I were a tinker, no other tinker beside
Would mend an old kettle like me.

It ain't no use to grumble and complain
Its just as cheap and easy to rejoice;
When God sorts out the weather and sends rain,
Why rains my choice.

—*James Whitcomb Riley.*

* *

Wilson Hobart, a patriotic boy, handed to Miss Kirk, a teacher in one of the public schools of Topeka, the lines written by Eugene F. Ware, the war poet of Kansas, on receipt of the news of the American victory in Manila Bay. Young Hobart wanted to recite them before the school. They are as follows:

O dewey was the morning
Upon the first of May,
And Dewey was the Admiral
Down in Manila Bay.

And dewey were the Regents eyes,
Them orbs of Royal blue;
And dewey feel discouraged?
I dew not think we dew.

When Miss Kirk read the verses, it is said that she rebuked the pupil and said:

"Do you suppose I would allow you to recite that thing?"

There was talk of calling the attention of the Topeka School Board to Miss Kirk's remark.

NORMAL SCHOOL DEPARTMENT.

EDITED BY CHAS. H. ALLEN.

From the Report of the Commissioners of Education for 1895–6, we learn that in the United States there were, at the latter date 329 Normal Schools in operation. Of these 160 are public and 169 private schools. Add to this the fact that 27 colleges and universities have regularly organized departments of pedagogy, while about 200 more colleges and universities offer special teachers' courses, and that there are more than 15,000 teachers taking normal instruction in public and private high schools: in all 84,400 teachers, taking special training for their work, and we can form some idea of the magnitude of *what is called normal work.*

It is perhaps, unfortunate that ideas of what constitutes this work are so vague and so varied. By a kind of common consent the term normal is applied to all special work designed to fit teachers for their vocation. In reference, however, to what this work should be, both theory and practice vary very widely.

The extremes are, possibly these: There are those who claim that the best way to fit one to teach well is to teach him well, and that no other special instruction is necessary: that his native wit, added to the habit of imitation, will do the rest. This is the doctrine of many of the high school classes, and, unfortunately, of some of our Normal Schools. The other extreme is found with those who hold that there should be nothing in a Normal Course, but professional training; meaning by this that Pedagogy, the history of education and psychology, all, it may be, blended in child study, should constitute the entire Normal School Course. This is largely the college and university doctrine. It was held strongly by Professor Earl Barnes.

Between these two extremes may be found almost infinite modification. The result of this state of things is that, even our normal schools differ in their work as widely as do the theories of those who have them in charge. Their graduates, because of different personalities, differ more widely still. True, they will mainly all agree on some broad general principles, but in the applications of these to school work they are sometimes as far apart as "the east is from the west."

This is all true with reference to Normal work in California. We have three State Normal Schools, one City Normal School, and Pedagogic Chairs in two universities, with a few private Normal schools. The State Schools have each the same course of study and training prescribed, and each has an adequate practice school connected with it. Yet the work done differs widely. In each it is strongly stamped by the personality of the faculty. A course of study can mark out certain work to be done, but it is the teacher in charge who determines what points are to be made prominent and what subordinate Especially is this so in the strictly professional work.

And so it happens that if a graduate of the school at Los Angeles should engage in a discussion with a graduate of the school at San Jose, on the special, or detailed methods of the school room, and they should differ, as they would, and could appeal to a graduate from the school at Chico, the decision would probably be that both were essentially wrong in some part of their work, and thus the breach would be made wider.

Should these, to close the breach, appeal to a graduate from the pedagogic department of our universities, the reply would in all probability be couched in some such language as this; "If you understand the nature of the child and observe the psychological laws of mental growth and development, you will follow your own method, and do not need to be tied down to any special plan." This may be true, but where can you find one who can fulfil either one of the required conditions?

In speaking of this we are confronted by a condition, not a theory. That condition is that a large number of those preparing to teach are both immature, and, in a measure, uncultured. Nor can there be excluded from this charge even those who come from universities. To understand, so as to use them well, the psychological principles that apply to teaching, especially to combine with this knowledge the yet crude knowledge we have of child nature, requires a ripeness and culture that can come only after a long experience.

So long as this is true, (and when will it cease to be so?) so long teachers need, and normal instruction should give, full lines of method work. Method work based on broad philosophic principles,—methods given quite as much to illustrate and impress the philosophy of the work, as for specific use in the school room. Admitted that a method not based on a good philosophy, yes, that a method given without the underlying philosophy, is useless, often worse than useless, because it may be dangerously misleading.

Before entering upon the discussion of what should be the work of a normal school, and which will be taken up in an article or two, to follow this, something should be said of the work of so-called normal classes and normal departments, carried on by private enterprise. As the diplomas of these schools are not recognized, their graduates having to stand an examination, and as the merit, and therefore success of the school or class is largely determined by the number who succeed in taking certificates, much of their energy must of necessity be devoted to preparing their pupils for such examinations.

In state schools, whose diplomas are, or ought to be recognized, while they must be sure that no teachers are sent out lacking the necessary qualifications, the main part of the work can and should be, fitting teachers to do their work well, which means the presentation and illustration, in class use, of the best known methods of teaching, governing, and managing a school. Methods of these schools should do honest work in this line, for there is no temptation in the way of increased tuition fees, or of transient reputation, to lead them to do otherwise. Their reputation rests upon the final success of the teachers they send out, and their graduates should be their only needed recommendation.

PROFESSIONAL WORK IN THE NORMAL SCHOOL AT SAN JOSE.

The professional work of the school has five phases: Psychology, Pedagogy, History of Education, Methods, and Practice in Model School. The first includes elementary, child and advanced psychology, ten weeks each. This elementary course comes in the second year before any of the other work for teachers is taken up and presumes to give a foundation in the simpler psychologic terms and conceptions which are to be used in the interpretation and understanding of the succeeding educational instruction. Ladd's Primer of Psychology is the text. In the child-psychology with the works of Sully, Barnes, Shinn, Baldwin, Tracy, Hall, and others as a basis, an effort is made to show the growth and development of mental powers from their appearance. Observations made by the students on children, according to the Worcester method i. e. miscellaneously gathered statements, questions, plays, games of children, are also used.

These serve to illustrate children's reasoning, imitation, observation, imagination, etc. In the senior year James' "Briefer Course" is studied, when the student is better adapted to its more subjective and interpretative discussions.

The Pedagogy considers first the physical child, such as indications of defects of the eyes, ears, the nervous system, and tests for same; rhythm, posture, growth at various periods, motor abilities. Then other subjects as drawings, pictures, plays, stories reading, content of mind on entering school, collections, rights of childhood, lies, superstitions, interests. Here the work done by leaders of Child Study, together with reminiscent and outside work by the students—gives the subject matter. Two texts are then used in succession. McMurry's General Method and White's School Management. He first considers the aim of education, relative value of the subject, culture epochs, apperception, etc. During this period effort is used to make the student acquainted with educational men and matters, to awaken an interest in educational books, magazines, institutions, people. This, of course, is done incidently to the other work, however, reports are made from time to time, on new educational literature. Growing out of the work, subjects of investigation are assigned to which ten weeks or more are given on working up. White's School Management tells its own story.

Naturally then comes the special consideration of method. Ten weeks each are given to the methods of teaching drawing, arithmetic and geography. In addition there is a twenty weeks course in the ways of teaching the reading, arithmetic, nature study, etc., in the primary grades. The power to apply all this is determined in the practice teaching in which the students engage in the Training school. McMurry's special methods in the various elementary subjects are used as a basis for the work.

In addition there is a period of ten weeks given to the general problems of the new teacher, as, program making, school laws, relation to community, school reports, professional relations, etc. To give the whole a relation to people and time, a history of education, or civilization is studied, in its educational aspects, with special reference to the typical factors in the development of the social ideas which have been directive of the life of the nation and the typical features of the existing system of educational practice and theory.

The Training School of the State Normal at Chico.

MISS MAY KIMBALL.

The training School of the State Normal at Chico consists of the Kindergarten, the Primary and the Grammar Departments.

The principal objects of the training school is to give the students of the normal classes opportunities for observation and practice.

They first observe the work of the school—subject matter taken up, lessons presented, and discipline maintained by able and experienced teachers. The students are thus given a back ground so to speak, against which they may place their own first efforts towards translating educational methods and principles into educational practice.

In addition to the foregoing, with regard to the Training School itself, and the pupils thereof, the object is to thoroly train the pupils in expression—to teach them pure spelling, clear penmanship, simple grammatical constructions, and business-like execution in all of their work,—to lay the foundation of their future lives strong and impregnable.

The kindergarten, Primary, and Grammar Departments are correlated as much as possible in ideas, purpose, and method.

The Kindergarten Department was organized at the beginning of the present school year for the purpose of training kindergarten teachers.

All students, other than those intending to become kindergartners, are given ample opportunity to observe the work of the kindergarten and to become acquainted with Froebel's principles.

The director of this department is Mrs. Clara M. McQuade.

Two rooms have been set apart for the kindergarten. The room used for the play circle and most of the seat work is large, well lighted, and admirably adapted for its purpose—having an eastern exposure, and commanding a fine view of the gardens.

The second room has a western exposure and is used for sand table and clay modeling exercises.

Provision has been made for twenty children, and the age for admission is from four to six years.

The work of this department is carried on strictly according to Froebelian principles, tho the practice in some instances is modified in order to meet modern and scientific criticism.

Unlike many kindergartens this department has unbounded wealth in its advantages for Nature work. The conditions in this field are ideal. Within a stone's throw of the building the children are able to watch "The Fish in the Brook," nest building, ants and bees at work, the metamorphosis of animals agd insects, as well as the growth of plants.

They have common and individual flower plots, a wheat field, and a vegetable garden which they cultivate with assiduous care; and since Froebel believed that thru "nature culture and nature nurture the child could best gain ideas appropriate to its stage of development relating to beauty, purity, growth, and evolution to a higher life," we feel that the children of this kindergarten are peculiarly fortunate in this respect.

Aside from the course of training provided for kindergarten teachers, it is expected that the time spent in the kindergarten by the regular students will give practical returns in their future work with young children—that the knowledge thus gained of Froebel's principles will be of direct benefit in their practice.

Moreover it will help these future teachers to a proper conception of the kindergarten as an institution for the inculcation of the first elements and instruction of sense and instruction of sense perception, as an effective means for bridging the gap between the home and the school, and as an organic, and hence necessrry part of a correct system of education.

The step the children make from the kindergarten to the Primary Department is smooth and gradual, and the little minds that have been awakened and sharpened in the kindergarten open to the more advanced and more abstract subjects of the Primary Department in a simple, easy manner.

The Primary Department consists of the first, second, third, and fourth year pupils of the Training School.

This department contains three airy well lighted rooms connected by folding doors. These doors when throwu back expose a beautiful assembly room with a seating capacity for ninety-three pupils.

Here the child finds the elementary school—arts, speech, reading, drawing, composition, and the elements of arithmetic. Much attention is given to the reading in this department. The faculty of observation and its expression in language can best be trained thru the reading lesson as a means of thought getting,and in Primary classes we recognize the principle of thought getting from the start. It is the key in solving all mathematical problems, it paves the way to the historical and geographical events of the higher grades, and it opens the doors in the walls of the child's narrow life, and causes him to see and love the good and the beautiful

Nature study with its beautiful impersonations is emphasized.

Writing and drawing is looked upon as a necessity, and the number work is made plain and delightful by illustrations and practical devices. The teacher in charge of this department is Miss Elizabeth Rogers. She is assisted for the entire time by Miss May Kimball, and for three recitations in the day by Miss Aimee Jones.

Miss Rogers has charge of the student teachers who teach in the Primary Grades. These teachers are given as broad a field as possible to work in, and they are aided and directed by Miss Rogers, who each day gives them careful instructions upon the subjects they are to teach, so that no lesson is ever presented in a haphazard and unconnected way.

The transition from the Primary to the Grammar Department is broader, the field of real study is increased, and while the old subjects are pursued farther, new ones are introduced.

Geography, literature, and history are cultivated more fully and the mathematics are pushed on to the algebraic elements.

The Grammar Department is made up of the fifth, sixth, seventh, eighth, and ninth year pupils of the Training School.

The Assembly room of this department has a seating capacity of eighty-eight pupils.

The course of study is so arranged in the nine grades that the completion of it gives the pupil a good English education.

The regular teachers of this department consists of the teacher in charge Miss E. J. Fuller, an assistant for the entire time Miss Emma Wilson, and a second assistant for four recitations in the day Miss Aimee Jones.

The teacher in charge of the department has charge also of the student teachers who are teaching in the Grammar Grades.

As wide an experience as possible is given to the student teachers in their work in the Grammar Department. Work in Language including science work, Reading, Arithmetic and Geography are given to each.

Believing that teachers are born and not wholly made there is no attempt to fit them all to the same mould. Great freedom is allowed them to exercise their own individuality in their practical teaching, the critic's aim being to so guide and direct that they fall into no grave errors, and gain much in strength to control and instruct. Thus acting and interacting the Training School of the State Normal at Chico is justly regarded not only as a means of strength to both pupils and student teachers, but a power in the community in which it is maintained.

The State Normal School at Los Angeles.

The State Normal School of this city is not lacking in patriotic enthusiasm, for volunteers from its roll are now doing duty at the Presidio, and ere many weeks élapse, they may be at Manila, giving their work in aiding to reap the fruits of Dewey's splendid victory.

The Friday afternoon, prior to their departure from our midst, the school held a patriotic reception in the Assembly Hall to bid the boys good speed and success. The girls are as patriotic as the boys, and if Uncle Sam would enlist girls, what a swar

there would be at the recruiting office. One of them, speaking at the reception, said she had never before seen the time when she regretted being a woman, but now she longed to enlist and fight for "Old Glory." She was applauded to the echo, and the ovation to her was as generous as any given the recruits on the platform.

The weekly seminar of the Faculty is doing much valuable work for the unification of all the varied interests of the Normal. All school men are at work on a course of study. Investigation shows that those of former years were made more with the plan of introducing all the subjects than for any psychological basis, or special reference to the development of the faculties of the child. In later years the demand for a greater number of subjects has increased the difficulties of program makers. The Seminar is studying this subject from a purely scientific stand-point. What does psychology teach, and what does the child require? It is not merely what the teacher demands, but the interest of the child must be regarded.

The plan lays out in general from the number of minutes each week assigned to the main lines of work, language or literature, mathematics, science, and the formal subjects in a course. Discussion is being held upon these varied topics, the various suggestions as to the best adaptation are carefully considered, the experience of the Faculty in their work in the school-room, and their observation upon working plans are given due weight. Step by step the work goes on, and little by little the course is being built, not by one person at his desk, but from the results secured by the whole number.

What shall be the science work in the several years? It is in a measure, a new field, and to bring the child, even from the youngest, in touch with Nature Study is a question of paramount importance. It has already been shown how readily the teacher may introduce that part, which relates to force, to the attention of a class of young pupils by interesting and varied experiments. It goes without saying, that these things have a fascination for the child. He loves to see these physical forces, and it is no difficult matter to step with them into the subject of geography, and easily illustrate errosion, evaporation, and many other phenomena.

The recent outline of the plan for botany was intensely interesting, and plans the work upon the basis, that every tree or plant is a living entity, that with each goes on the struggle for existence as in animals. It brings plant-life nearer and closer to us. The children, in this way, get a personal interest in the little life as it springs up from mother earth. They will talk to it, love it, and have a deeper abiding interest in its development; it becomes, in a sense, a personal matter. An animated discussion grew out of this view, and inquiry was made, whether this personal element in the life of the plant was to reach on thru all the years of school life. A little inquiry showed that it not only belonged to children but also clung to the adult in perhaps a modified form. Myths are the very life of the child, but as he comes to maturity, the spirit of personality of the earlier years has crystallized into some form of habit or action for the benefit of the adult.

Thus the discussion goes on every Wednesday afternoon and gradually our professional department is collecting data, which will be used in the proposed course of study.

Our Senior class of about eighty members will graduate on June 23rd. It is the first of the four-years course. The wisdom of adding a year to the course is clearly manifest, for this class goes from us with greater power than any preceding. This must be expected, and it is no reflection upon former classes. More is expected at the present time of a graduate than could possibly have been demanded five years ago. The schools have grown; the work in psychology has made possible many claims, and so the teacher must reach up to meet these greater demands. This Normal School has kept these things constantly in view, and at all times is zealously aiming to develop the best for the work

The increase in the number of students, graduates of High Schools, is an interesting feature in our School, an account of which will be given in a later paper. H.

More About a Vacation Outing.

In response to several questions the following additional suggestions are made in reference to the summer vacation. First it must be understood that while in the planning recreation will stand foremost. Yet in the execution it must become merely incidental. He who goes out merely and solely to seek for health will, in all probability, return empty-handed. The picture of a systematic health-seek r, rising at dawn to take his "constitutional," and after an hour's walk, sitting down on a cold, damp stone, to figure up how much health he has gained, is not more ludicrous than painful.

Health Does Not Come That Way.

There must be some other leading purpose, one that will keep the mind as vigorously engaged as it does the body. Change of thoughts and feelings is quite as important as are changes of air and surroundings.

Among the things, to be sought, the following may be named: The study of nature in her wider forms, in mountain and valley, rock and stream. One should learn to appreciate, and therefore to enjoy the beautiful, the grand and the sublime in nature. Our own State abounds in such scenery. One interested in plant-life may make his leading purpose the collection of rare and beautiful flowers, fitting his vasculum every day with specimens of nature's fairest handiwork.

If he fits into one end of his vasculum, as I did, an insect case containing a wide-mouthed cyanide bottle and a few boxes and papers in which to store his specimens, he can enrich his own and many other collections with some of our rare butterflies and beetles. A fishing rod has been my constant companion, and while I have been beguiling the wily trout from his mountai stream he has beguiled many hours from me, and together we have beguiled health into making its home with the fisherman.

If one is interested in geological studies, he will find rare opportunities to study volcanic action, wave action and glacial action in their most instructive forms. And the more of a crank one is on any of these lines, the more likely will he be to get recreation and health from the outing.

All of these cost a little money, but if the work is judiciously planned and reasonably well executed, they will repay many times what they cost. The question where to go is the most difficult one to settle. There are so many charming places beckoning to us that it is sometimes hard to decide. Bearing in mind, however, that a change is what is wanted, settles some of the difficulties. A teacher rom the coast should go to the mountains, or to some of the elevated inland valleys. One from the low, warm inland valleys, to the sea shore or the mountains. Seek a place that is the complement of the one where you work, and you cannot go widely astray.

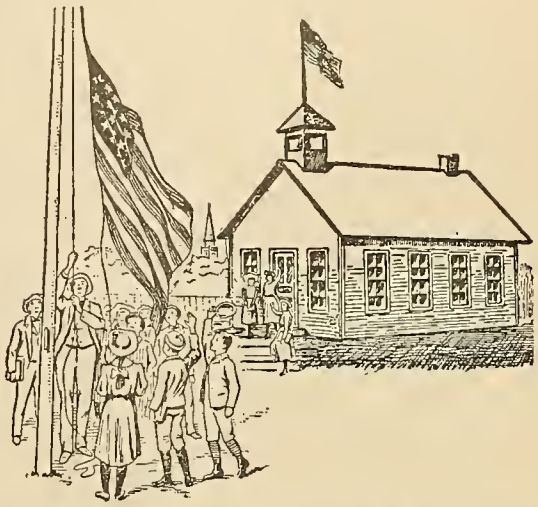
Taking into consideration all it gives one, the trip to Yosemit Valley is, perhaps, the best in the State. It is somewhat expensive, but one can afford to save up money for some time for such a trip. When I made the trip in '80, it cost me ten days' time and one hundred dollars, and although the tax was a severe one I have always felt the trip was worth it. The cost now is a little less than half that sum. Whoever can eke out this sum and take in the grandeur and beauty of the valley will never regret it.

The trip taking in Lake Tahoe and surrouddings, Mount Shasta with its wonderful revelations, the Geysers, or the ever-interesting springs and lakes of Lake County, al. of which are accessible at excursion rates, can be made at a comparatively light expenditure, and either one of them will afford the teacher who will use his eyes, material not only for after instruction and enjoyment, but for actual use in the work of the school room.

Whenever such an outing is to be planned for, it is best to enter into correspondence with the transportation companies, asking for routes, time tables and rates. All such i quiries will be promptly and courtoously answered, and much useful information will be gaiued. The various folders and illustrated pamphlets issued by the Southern Pacific Company are valuable in themselves as a matter of geographical education.

Department of Supervision

Items of Interest for Trustees, Parents and Teachers.



OFFICIAL

A Word to School Trustees

Section 1629 of the Political Code requires that, "Boards of Trustees must annually, on the first Saturday in July, meet and elect one of their number Clerk of the district." It is to be hoped that the various Boards of Trustees throuout the State will attend promptly to this matter and notify the County Superintendent at once of their action. It is important that Boards select their own clerk and that they select a man (or a woman) capable of performing the clerical duties of the officer which are defined in Section 1650 and 1651 of the Political Code, and are as follows:

1650. It is the duty of the Clerk:

First—To call meetings of the Board at the request of two members, and to act as Clerk of the Board, and keep a record of its proceedings, and an accurate account of the receipts and expenditures of school moneys.

Second—To keep his records and accounts open to the inspection of the electors of the district, in suitable books provided by the Board of School Trustees for that purpose.

Third—To place the monthly journal designated as the official organ of the Department of Public Instruction in the school district library each month; and if he fails to receive it regularly, to immediately notify the publishers of such fact.

Fourth—To perform such other duties as may be prescribed by the Board.

1651. The Clerk of each district must, under the direction of the Board of Trustees, provide all school supplies authorized by this chapter, keep the school house in repair during the time school is taught therein, and exercise a general care and supervision over the schoo premises and school property during the vacations of the school.

The Trustees are required to report annually to the County Superintendent of Schools the receipts and expenditures for the year. This duty, of course, devolves upon the various clerks, and ought to be complied with as soon as practicable after the 30th day of June.

The attention of each clerk is respectfully called to the important duties laid down in Section 1650, and particularly to that clause referring to the care of school property during vacations. Next month I shall give a summary of the more important duties, financial and otherwise, for the guidance of the newly elected school trustees. It is necessary to do this through the official organ this year, as this officer, owing to the failure of the appropriation for the support of the State Printing Office, has no copies of the school law for distribution. Trustees going out of office ought to turn over the copies of the law in their possession to their successor in office.

SAMUEL T. BLACK,
Supt. of Public Instruction.

State Board of Education.

JAMES H. BUDD.....Governor, Sacramento
President of the Board
SAM'L T. BLACK, Supt. Pub. Instruction, Sacramento
Secretary of the Board
A. H. RANDALL, ...Pres. State Normal School, San Jose
E. T. PIERCE.....Pres. State Normal School, Los Angeles
C. M. RITTER.....Pres. State Normal School, Chico
MARTIN KELLOGG, Pres. University of Cal., Berkeley
ELMER E. BROWN,.....University of Cal., Berkeley
Professor of Pedagogy.

The annual census of Los Angeles, just completed by the School Department, shows the number of children under 17 years of age in the city of Los Angeles to be 32,118. The number of children between 5 and 17 is 24,766. The proportion of children to the total population when the census of 1890 was taken was one to four and one-half. Taking this proportion as a basis for reckoning the population in 1898, 111,447 is found to approximate the number of people in Los Angeles. The gain over last year in the number of school children is 1382.

Refined Bravery.

People in the Far East who are ready to credit those of the "Far West" with being of the type known as the "wild and woolly," the men who wear long hair which is never combed, red flannel shirts which are never buttoned at the throat, buck-skin pantaloons forever tucked into the tops of heavy boots from which protrude the ever-present bowie-knife, with a brace of revolvers ever strapped around the loins, and a dare-devil sort of bearing generally, are very much surprised on reaching the Pacific Coast to find that the heroes of mythology were just as real as are the cut-throats and desperadoes with which vivid imaginations have populated the cities and towns and the interior of California and adjacent States. But, upon careful study of the people found here, the tourist is ever convinced that for a happy combination of independence and gentleness, retirement and aggression, refinement and bravery, California holds the palm over the world. A beautiful example is found in the following, related by a gentleman who is acquainted with the lady:—

Mrs. W. S. Parks is the wife of W. T. Parks of Napa County, he being a trustee of Park District School. She is a small, slight lady of refinement and culture, rather demure than otherwise. And yet, as an expert with the rifle, and as a fearless hunter, she is possibly without a peer among the ladies and gentlemen of equal culture and refinement in the prosaic East. During the last few years, she has killed with her Winchester rifle, seventy deer, one California lion, and one cinnamon bear, besides countless numbers of small game. She shoots birds of prey on the wing with her rifle with as much ease as does the "crack shot" who bags ducks and geese for the market with his shot-gun. If Mrs. Parks has a superior for bravery and marksmanship, let her stand up.

Professor James, who occupies the chair of public administration at Chicago University, delivered the address at the Commencement Exercises at Berkeley.

Science Work in the Public Schools.

The discussions in "The department of Science" in the Southern California Association were intensely interesting. The following are a few extracts from papers presented:—

HAVE TEACHERS TIME FOR NATURE-WORK?

In answer, Superintendent Hyatt of Riverside, said:—

"Most certainly they have," would be my answer. They have time to do *anything* that will make them less *bookish*, more practical, less *artificial*, more *real*. Too many people come from our schools with the ingrained idea that nothing is of value or dignity or worth that does not come out of *books*; too many teachers have their mental horizon bounded by the covers of books; too many have as their ideal of the perfect fruit of the public school a slim-legged youth with pie-crust complexion, staggering under a heavy armful of books. The most serious weakness that a wide-minded, patriotic critic can point out in our school system to-day is that it is *lopsided*—it is driving the *intellectual* powers with whip and spur; the *brains* are subjected to the high pressure of every available ounce of steam—no expense is too great, no extra labor too hard, to push them a little further in their studies. But what do we do for the souls? Almost nothing. And what for the bodies? Almost nothing. A town of a thousand people invests fifteen or twenty thousand dollars upon an educational plant and has a monthly pay roll of four or five hundred dollars—to train and stimulate the children's *brains*. How much does it invest, how much pay out per month to train their consciences or develop their bodies?

Now, there is nothing that tends more to correct this lopsidedness, more to get these artificial youngsters out of themselves, out of their bookishness, than this Nature Study, led by a teacher who loves Nature. By it they are brought in contact with old Mother Earth again—they come in touch with the things that must surround them and affect them all the days of their lives—they see the outside world thru new eyes and refresh their souls by finding out the secrets of air and water and bug and tree. They find that there is more in heaven and earth than they had dreamed of in their philosophy.

Hence, I think we have *time* for Nature Study, even if it *should* bring upon us the calamity of an 8th grade pupil not being able to complete his grammar, history, arithmetic, physiology, word analysis, drawing, music, reading, spelling, English literature, rudiments of geometry and algebra, geogranhy, civil government, penmanship, book keeping. etc,, etc., etc., at the mature age of 15 years!

But, as a matter of fact, this Nature Study, carried on in a *natural* way, costs little or no school time at all. It is so different from the book studies that it is like a bodily exercise in resting rather than otherwise. The walks and rides and excursions that it entails improve the health and elasticity of the pupils' hearts and bodies and brains—in nowise does it diminish the amount of academic work they can do. The most of the Nature Work a skillful teacher will get out of his boys and girls will be during evenings and mornings and Saturdays, entirely outside of school hours. The very *finest* Nature Lessons I ever saw or heard of were at half past eight in the morning, where a teacher was surrounded at his desk by a dozen or more boys and girls, eagerly looking at, talking about, inquiring about the things they had found on a picnic trip the day before."

WHAT RESULTS HAVE BEEN OBTAINED?

B. W. Griffith said:—

"At this time perhaps there is no subject of greater importance to the average student than the study of Natural Science; for "He who knows what sweets and virtues are in the ground, the water, the plants, the heavens, and how to come at these enchantments is the rich and loyal man.' It is not necessary to contrast the schools of to-day with those of twenty years ago, when reading, writing, arithmetic and spelling were the only studies considered of vital importance, to the primary or grammar grade pupil. Now we find in every county of Southern California, and generally thruout the State, that Nature Study or some form of Elementary Science has been introduced even in the very first year of school life and continued thruout the primary, grammar and high school years. So then it may be truthfully said that 'The study of Natural Science is the best camel that can get his nose inside the tent of the public school.'

The work if properly conducted is not a fad, for if it be a fad then the very foundation of our educational system, even from the kindergarten to the University, is a fad. For, said Froebel, the object of the kindergarten is that "It shall give the children employment suited to their nature, strengthen their bodies, exercise their senses, employ the waking mind, make them acquainted judiciously with Nature and society, cultivate especially the heart and temper, and lead them to the foundation of all living—to unity with themselves."

Moreover the best prose and poetry in the English language is on the same footing. It is said that one of the great American poets, Mr. Bryant, composed that grand poem, Thanatopsis, even while walking in the forests over fallen trees and dry leaves. Not only has the best prose and poetry been written under the spell of Nature, but the most beautiful and sublime paintings are out of door scenes, and the very highest degree of excellence in all art has been achieved by those who have been most susceptible to the influence of Nature. Hence it seems that not a day should pass without the quickening of every child's mind to some of the beauties and wonders of Nature, the plants, the animals, the minerals, the clouds, the stars are all inexhaustible subjects. The chief aim in every year of early school life should be to inspire the pupil to higher work, to develop a taste for more extensive and minute study of Nature and also to cultivate the power of expression and the habit of close observation. It is surprising after one has taken up a special study of natural objects, to find how common they are. The scales of ignorance are removed from our eyes. and we soon find out objects when we have learned to take an interest in them, for the art of "taking an interest in anything is half the battle."

Nature's realm is so very large and the objects of special interest in each locality so varied that it is almost useless to specify a particular, systematized course of study. We do not need text-books, courses of study, supplementary readers etc., as much as true professional teachers who will sacrifice time and self for the benefit of those who are placed in their keeping. However the teacher should not try to cover too much ground; a little careful observation is worth far more than much scattered work. The teacher who presents these Nature lessons from day to day to her class must herself be an earnest student of Nature, else the work will be a burden and detriment to the pupils, rather than a benefit. The objects must be seen by the pupils or they will have only a vague idea of the work. The days of reading about such objects and presenting only the dry bones of science, as it were, wrapped up in a beautiful little story, have passed away—"Seeing is believing" and it would be an absolute waste of time to tell pupils about the cells in animal and plant life, the blood corpuscle, striated muscles, Haversian canals, the structure and use of compound eyes of certain insects or the scales from butterflies' wings and mosquitoes' feet, without showing the objects just as they are in Nature.

As a result of such well directed, careful work, children who will not enter the high school will be far better prepared for the duties of life, while those who enter the high school and Universities will have developed an early taste for the Natural sciences and will be the Edisons of the first half of the coming century. While the teachers themselves, as a class will have learned the ways of observation and in due time will be thoroly skilled science teachers; for surely if we as teachers become thoroly interested in every line of our work, there will be no difficulty in having our pupils become interested; then we can truthfully say with the great poet—

"And this, our life, exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in everything."

Homer C. Wilson said:—

"Before taking up the minerals themselves, I gave two or three preliminary lessons on color, lustre, structure, hardness, weight, and cleavage, illustrating these by means of objects familiar to every child.

I will mention only a few illustrations as examples:—porous structure was represented by rope: compact by iron, slates, lead; metallic lustre by door-knobs, bell, gold, and silver: glassy lustre by window panes: and many others which I have not space to mention.

Each pupil was provided with a note-book and pencil, a piece of glass, and a small piece of iron or better still, a small file. The glass, being number five or about the middle of the scale of hardness, was used to test the hardness of the minerals: The iron, to scrape off particles in order to tell the streak or color of the powder; and the note-book to keep a record of everything found out.

As an example of the way in which the lessons were given, I will give a brief description of a lesson on coarse granite, one of the commonest minerals of Southern California.

Specimens of coarse granite containing quartz, feldspar and mica were distributed among the pupils, and they were allowed five minutes in which to examine the specimens closely, determine the number of minerals they contained, and find out all they could about the structure, lustre. hardness, and streak of each by comparing them with the objects already studied in the preliminary lessons.

After the five minutes were up, I had them describe the specimens fully: bringing out obscure points by questioning. After this was done, if they did not already know the name, it was told them; but after they became somewhat accustomed to the work they generally knew the name of the specimen by the time we were ready for it.

Last of all, after naming the specimen, name its uses: for instance, coarse granite is used for monuments, curbstones, houses, steps, pillars, hitching posts, supports for bridges, etc.

After all this was done, each pupil made a systematic record of the lesson in his note book; the hard words being used in language and spelling lessons in order that the pupils might become familiar with them.

Knowing that glass was number five; and that chalk, or anything that could be scratched with the finger nail was number one in the scale of hardness; we soon worked out a list of minerals making a complete scale from one to seven.

We also worked out lists of minerals illustrating the different structures and these lists we used as a basis with which to compare each new mineral that we took up, in order to decide where it belonged in the scale of hardness, lustre, structure, etc.

To say that the pupils were interested and enthusiastic, is putting it mildly indeed."

EFFECT ON CHARACTER.

F. A. Wagner of Redlands said:—

"Omitting the discussion of what constitutes ideal moral character, I pass at once to the inquiry: To what extent does elementary science contribute to the formation of man's moral being? Broadly speaking, every act that is in harmony with man's environment is essentially moral; the contrary, immoral.

Elementary science opens to the child Nature's inspired volume from whose pages he is to gather unnumbered lessons that make for his mental and moral welfare. But, of more importance than the immediate lessons learned is the habit of mind acquired. During the first eight or ten years of life, the child's chief concern is to exercise and develop his observing powers. He has a hunger to know the material and animate world about him. Exclude from him natural objects and phenomena, and you deprive him of the food upon which these powers depend for their growth.

If perception be dwarfed in these early years, the mind will be dwarfed in all its activities, since the other faculties of the soul are dependent upon sense percepts for their data, or material. The child will, therefore never be able to make those wider generalizations, which, to the keen observer, become controlling guides to right living, such a degeneration of the moral nature thru lack of exercise, just as the parasitic plant becomes imperfect by refusing to put forth sufficient energy to get an independent living.

Other habits, equally potent, are fixed by nature study. The restless, listless child, even the proverbially bad boy, has had his interest aroused by the skillful presentation of butterflies, quartz crystals, or ferns. Properly pursued, this study combines with mental effort considerable physical exercise, which, of itself, contributes largely to correct conduct. A mind actively engaged in gathering bees and grasshoppers, in observing the phenomenon of evaporation or condensation, in comparing stamens and pistils, in finding out the purpose of the nectar in the flower, in short, in thinking God's thoughts after him—such a mind cannot be immoral, because it is in complete harmony with the world above and the natural world below.

Pupils need but little insight into natural phenomena to conclude that every immoral act brings punishment. This just and inevitable law of the universe is taught most effectually by the study of man and nature. Precept falls on unheeding ears. How easily the child recognizes why the neglected tree withers and decays. Birds migrate, or suffer and die. He sees how the trap-door spider builds his house and tells readily the reason, or notes an insect's egg, out of its proper environment, shriveled and lifeless. This certainty of penalty brings with it also a sense of justice. How quickly the pupil resents a punishment having the slightest semblance of injustice. But punishments which are the natural consequence of wrong doing (as are all of Nature's penalties) are recognized by the youngest mind as just and right, thereby developing the sense of justice in the child's character."

Miss Sidney Vail said:—

I think to prove to you that *real* benefits are derived from science work, I will tell you of a circumstance that occurred in my own school.

Children, in fact I think we *all*, like something new; but there are enough exceptions to prove the rule; and one boy in my school seemed a decided exception.

He was one of these don't care boys; didn't care if his writing did resemble turkey-tracks, didn't care if he had a poor spelling lesson, didn't care if he did not learn anything.

I tried everything I could think of, ancient, medieval and modern, to awake him from the state of semi-torpidity in which he seemed to be living.

When we commenced the study of mineralogy I noticed a tiny spark of interest; and as lesson followed lesson and we explored the country around our school-house, this boy became one of the most enthusiastic specimen hunters.

He discovered that if he wished to describe any of his beloved minerals he must be acquainted with more words, or for a *written* description he must be able to *spell correctly* and *write plainly*.

One would hardly know him as the same boy. He walks straighter, has an alert, wide-awake look that changes his whole appearance; he has lost his don't care ways and expression and in two years time has done the work of three years.

Our whole neighborhood has been and is still interested in our science work. Specimens and questions have come in from all quarters.

The clerk of my district very kindly made a case for our collection, bearing the expense himself, thus showing his interest.

Prospectors near have taken pains to save and send us samples from their claims, and an old miner brought us specimens from Lower California, while another miner sent us about twenty specimens of gold, silver and copper quartz.

Mineralogy has helped the children in distinguishing colors and also in cultivating the imagination.

Miss Alma Patterson said:—

"In one California school where entomology is, just now, the chief theme for Nature Study, the subject was begun in this way. The teacher and pupils, on one of their excursions, found on the evergreen trees, a number of fuzzy black and yellow caterpillars. A quantity of these were collected. Each child brought a jelly glass and a piece of thin cloth to tie over it. Then each was given a caterpillar for his very own, to care for and to study. The glasses were marked with the owner's name and the date at which the specimen was obtained and all were placed upon a convenient table. When lessons were learned in less than usual time, the children were permitted to take their pets to their desks and watch them. The little students are delighted to observe and to describe in words or, so far as possible, by drawings, the caterpillar's mode of moving, clinging, eating and breathing. And many are the experiments devised to see what the little creature will do under varied conditions. When a caterpillar lies still, refusing to eat, then breaks open his old skin and crawls out of it, his hairy covering wet and standing out in points like the down on a newly hatched chicken, great is the delight of the children.

On another excursion the class will find out for themselves why these caterpillars live in the little bunches on the tops of the trees, looking so much like the cones in color and shape that they could scarcely be noticed, did not the bare branches reveal their presence. They will see how the hairy covering serves to break the fall of the unfortunates shaken off by the wind.

They will learn why the region is not over-run by that kind of caterpillars when they discover the infesting parasites. But the climax of wonder and delight will come when the larva forms his cocoon, and after many days of apparent sleep, emerges a beautiful moth.

And so lessons on the whole life history of insects are learned without much absorption of time and with what gain to the little learners?

In another school, teacher and pupils have set to work to find out what is happening in the world about them. Once a week the time for morning exercises is devoted to reports. A book of "Nature Notes" is kept containing the weather record; notes on the budding, leafing, blossoming and fruiting of trees, on common plants, how they scatter their seeds, how the seeds germinate, the plants develop flower and fruit; on birds, their nests, eggs, food, habits; on the life history of insects; and on any other natural phenomena that may attract the children's notice.

Now and then questions from the teacher lead thought into new channels. The query, "How is a bird fitted for its life? How is a fish? A bee?" led to earnest research.

In response to the suggestion, "Look for something beautiful in the nature world" came animated descriptions of the rosy sunset glow on the snowy mountains, the rainbow coloring on an ant's wing, the delicate tracery on a bird's egg, the exquisite beauty of a flower petal. All were eager to tell of beauty recognized and enjoyed.

Here is the place for correlated literature. The children will appreciate the poet's description of what their own eyes have seen, and be led by his interpretation to finer insight and fuller enjoyment.

"Flower in the crannied wall,
I pluck you out of the crannies,
And hold you here root and all in my hand,
Little flower—but, if I could understand
What you are, and all and all in all,
I should know what God and man is."

Since the above was written, the following was said by one who attended:—

Riverside County had great good luck at the late meeting of the Southern Association at Los Angeles. In the Nature Study round table half a dozen of her teachers were on duty to describe their experiences in teaching insects and minerals during the past two years. Among them were J. C. Boyce, Homer Wilson, Alma Patterson, Stella M. Atwood, Sidney Vail. They made a most bright and spicy exercise of it, one that gave them plenty to do in answering the questions of the other counties and plenty to do in replying to the letters that were provoked by the discussion.

Then in Round Table of Superintendence, Riverside County was publicly complimented by State Superintendent Black for its original and vigorous methods of work; and he requested Superintendent Hyatt to send to every county in the State copies of the different outlines and guides that were used to shape the Riverside work. It is needless to say that appreciation from such a source was highly gratifying and that the Orange-Growing Teachers went home happy.

The following letter to Superintendent Hyatt is self explanatory:—

Dear Mr. Hyatt:—I received those suggestions on Nature Study. There are just enough of them to make me want some more. I think you are undoubtedly on the right track. I have examined books on the subject until I am convinced that there is no book published giving a graded course that a teacher can follow with profit. But will you suggest some of the best books on minerals to have on the teacher's desk for reference and classification? I note the ones you suggest on entomology. I would like, too, if it meets your approval, to put six or eight of our teachers in correspondence with as many of yours who are particularly successful in teaching the subject of minerals. Will you give me the names and addresses of such, representing teachers who have succeeded in the various grades and possibly one or more who taught it to all grades?

Have you an extra copy of your county manual for me?

P. W. KAUFFMAN, Principal.

Ventura, April 20th.

A Record of Individual Impressions.

BY RICHARD D. FAULKNER.

I attended the seventh annual session of the Southern California Teachers' Association more with the object of seeing the country and obtaining a general impression of the teachers and schools of the southern part of the state than for the purpose of special attendance at the meetings of the Association. I, however, was present at most of its general sessions and at as many of its Round Tables as possible.

I left San Francisco on Tuesday, March 29th, and reached Los Angeles the following afternoon. As soon as I had located myself I went to the High School where I found the Los Angeles City Institute in session. I was there in time to hear the closing remarks of Superintendent J. A. Foshay and to see all of the teachers. They were a fine body of men and women. I was glad to see among them so many men. It was my first impression that the women were handsomer than our teachers, but on closer observation I changed my opinion. Perhaps my being in San Francisco now has something to do with my judgment in the matter.

The opening session of the Association was held the following morning at the First Congregational Church. The church was admirably adapted for the purpose of the meeting except that it was not quite large enough, although having a seating capacity of between a thousand and fifteen hundred. It was literally filled to overflowing. The most distinctive feature of the opening exercises was the singing of "America" by the entire audience. I am certain that I never heard a national hymn rendered by so large a body, not previously trained together, before. I was standing near the platform where I could see over the entire audience and it seemed to me that I could not see a single person who was not singing. The unanimity and the spirit with which our national anthem was sung impressed me very much, as well as many others. State Superintendent Black spoke to me about it at the time.

In my opinion Superintendent J. P. Greeley of Orange County, President of the Association, presided with dignity, firmness and fairness thru the various sessions.

I formed a most favorable opinion of Dr. C. C. Van Liew of the Los Angeles State Normal School. I heard him before the general session as well as in the History Round Table.

The address of Professor C. A. Dunniway, who spoke before the general session upon the subject of American History in the Public Schools, was well received, as was also his address in the History Round Table on the subject of American History in Secondary Schools. No one who heard Professor Dunniway could fail to feel that he not only has a broad grasp of his subject but that he is a real teacher. I should say that the teachers who listened to him went away strengthened in their work.

I should like to see the thought advanced by Professor Bernard Moses in his address—The Neglected Half of American History—presented to the readers of THE JOURNAL in some future issue. Professor Moses was one of the profound thinkers present at the meeting.

I attended the History Round Table. It was well conducted and will no doubt prove of great value to those present. It was one of the largest Round Tables. The principal speakers were Dr. A. E. Winship, Professor Dunniway, Dr. Van Liew and Professor Moses. The local teachers who took part in the meeting appeared to be exceptionally able.

I attended the grade section of the Science Round Table. As I understand there will be a full report of this department in THE JOURNAL, I will not make any detailed remarks upon it. I am satisfied from my half day in this Round Table that some portions of Southern California are doing exceptionally fine work in science, notably Riverside County under the enthusiastic leadership of Superintendent Edw. O. Hyatt.

After the close of the Association I visited the schools of Santa Ana, San Bernardino, Riverside and Los Angeles, as also the Los Angeles Normal School.

Dr. Gregory, City Superintendent of Santa Ana, is sustaining the high reputation of the schools of that thriving young city. Departmental work seems to be a success there. I spent an hour in one of the sixth grades in that city. The children read and talked well. I also heard a very interesting lesson in English history.

In San Bernardino I met Superintendent N. A. Richardson and visited the F Street School of which F. W. Conrad is principal. I heard a sixth grade class read in that school. They read exceptionally well. I spent short time in the eighth grade in the same school, taught by the principal. I found the class exceedingly bright.

City Superintendent P. L. Lord of Riverside was exceedingly courteous to me. I saw a good many of his classes. All appeared to be doing good work. Mr. J. C. Boyd, a member of the County Board of Education, is doing excellent work in the Riverside schools. I spent some time in a class which he was instructing in history.

I spent a half day with Superintendent Foshay and Principal E. T. Pierce in the Los Angeles State Normal School. I have not had the opportunity in recent years to observe in detail the workings of a modern Normal School. I was, therefore, extremely interested in what I saw. I should say that the kindergarten in connection with the schools was as near perfect as could be, and that the two ladies in charge of it—one, I understand, furnished by the State and the other by the city—were capable and efficient. The work of the school in geography interested me very much, as also the drawing. I am satisfied from what I saw that the instruction in drawing is such as will give the students not only the ability to draw; but ability to teach the subject and to carry out any reasonable system of drawing. The manual training that the students are receiving will in time solve this question in so far as Southern California is concerned. Without going into detail or attempting to speak of any other important feature of the school, I will say that no one can spend even so brief a time as I did in this school and not feel that it is in the hands of a man of fine organizing ability, and that its teaching force is excellent and the quality of its work first-class in every detail. It is a great, inspiring and uplifting institution.

I spent a day with Superintendent Foshay in the Los Angeles City Schools. I should say in the beginning that Superintendent Foshay knows his schools. He is a superintendent in fact as well as in name. In Deputy Superintendent C. L. Ennis he has an able assistant.

I will not attempt to mention the names of the schools that I visited but I will mention some of the things that impressed me in particular.

The kindergartens in Los Angeles are a part of the public school system. In all the schools I saw a kindergarten class. It was invariably in a pleasant room and in charge of first-class teachers. A piano was in each of these rooms. I was interested in the pianos as they were the first school pianos I had ever seen that were in tune. I should say from my observation that the kindergartens were a success.

I should say that music is a feature of the Los Angeles schools. I do not mean to intimate that it is receiving more than its due share of attention, but that it is receiving the attention that it deserves. While there is a special teacher of music I found the class teachers capable of intelligently seconding her efforts. The children were capable of singing understandingly by note. They sang well. They did not screech. They made no attempt at shew work.

I was very much interested in examing in an incidental way the drawing which I saw. I did not ask to see any drawing books or ask to have any class attempt any work in this direction for my special benefit, but I observed two eight grade classes at work. I was interested in the drawing for the reason that it is the only city that I have ever had the opportunity of visiting in which the pupils of the highest grammar grades had pursued substantially the same course of instruction and under the same direction from the beginning of their school course. I examined the work of the classes somewhat particularly. If the work I saw was a fair sample of the culmination of the drawing in the schools, and I presume it was, it gives me hope that we may accomplish something in this line in San Francisco. Of course we cannot equal the drawing that I saw for some time to come for the reason that we do not continue on any line of work long enough to get any results.

In establishing the work in manual training Los Angeles has recognized the fact that the manual training teacher should not only possess professional ability equal to that of a grade teacher, but he should possess technical skill acquired with the idea of its professional presentation. In other words, there are no carpenters pretending to teach manual training in Los Angeles. The classes in manual training are taught by young ladies combining both professional and technical skill and supervised by Mr. Chas. A. Kunou, who is widely known for his special preparation and ability for manual training work. Mr. Kunou teaches some classes himself. Manual training so organized must of necessity be a success.

Tho my visit to the high school was necessarily brief, I could easily perceive that Principal W. H. Housh had his school well in hand. I was present at a time when I was able to see a large number of the twelve or thirteen hundred pupils in attendance, and could not help but notice that they were a fine body of young men and women. I saw enough of the department of science to satisfy me that the school was particularly strong in that direction.

The Successful Teacher.

We meet her. The young teacher watches her with an almost envious admiration, and longs to follow in her footsteps. Feeling the immensity of the charge laid on her shoulders, human souls intrusted to her care, she asks herself, "What is the magic power by which Miss —— works out her wonders?"

I have noticed that the successful teacher, from the popular standpoint is the one who *gets along with the least fuss* and *passes the greatest number of pupils on examination.* This does not seem to me to conflict with a pedagogical success but is rather a sign of the latter. "Getting along with little trouble" should not be construed to mean without any fuss, but it means that the *teacher is to do all in her power to prevent unpleasantness.*

For instance: The pupils in a certain school caused a disturbance by going into the belfry. One teacher forbids the children to go up there and at the same time leaves the door unlocked "to develop their moral power." A child of Adam goes up (rather in that spirit of joke by which more sin is committed than from pure wickedness) and must be punished. Another teacher prevents this unpleasantness by keeping the door locked and giving no order. One teacher considers that as the children help to dirty the floor, they should take their turn sweeping. Another sees that it is disagreeable to the children and so does it herself.

A very successful, well beloved teacher often says that she gives as few orders as possible, so the children are not often tempted; though, when given, woe to the unfortunate urchin who does disobey! "I try to think of some other way to get over the difficulty." She never asks a child a thing if she has reason to believe that he will lie. She may not be responsible for that lie before the Almighty Judge, but she finds she often can prevent his sin by taking some other way.

Prudence says, "Prevent unpleasantness, but do not stop there." With many dispositions, imperfections, faults, with the embryo tramps, burglars, forgers, swindlers, the teacher must get along peaceably before she can successfully accomplish much along the line of intellectual training. This is the only way she can do it. I have noticed that there is a way of securing moral development which is far richer in results than punishment for preventable wrong-doing.

MARY E. COLLINS.

PROF. BERNARD MOSES—State University, Berkeley.

Patriotism in the Public Schools.

In a recent address Prof. Moses made the following vigorous and caustic comment on patriotism in our schools:

"You may float the flag from every schoolhouse in the land and send eloquent and patriotic lecturers to every teachers' convention that meets between the oceans, but if at the same time trustees traffic in positions of trust, and your school boards are filled with rottenness, your hopes of youth are vain, your emotional converts to patriotism will become backsliders and will grow to maturity either in disgust with the society around them or determined to have some part in the illegitimate spoils of their elders.

Unless the teaching of history which comes to the great body of the American people in broadened and more careful of the truth, the bulk of the nation will be likely to fall into a certain social bigotry, scarcely less belittling than that bigotry which has sometimes attended the advocacy of religion.

It is high time that we should stop telling lies about our own history for the sake of patriotic results. If we tell the truth and the whole truth, in its clear and healthy form, patriotism will take care of itself. There is enough that is good and strong and uplifting in the history of our country to develop a broad, intelligent patriotism, even if we know somewhat of other nations.

As the years go by there appears to be no disposition to let the fires go out that have been lighted on the altar of our country. We have no need of the patriotic lies of text-book makers, nor the distortions of over-careful teachers. We have no need, moreover, of the extraordinary means employed to develop patriotic emotions in the pupils of our schools."

Teacher in Seattle—"Charlie, why are you eating that rubber band?"

Charlie—"'Cause."

Teacher—"What part of your body do you think that will build up?"

Charlie—"Rubber-neck."

SIDE TALKS WITH TRUSTEES.

II.

Three men came to me one day that I might aid them in "distress." They wished to elect a teacher. They *must* elect one. Each man had his choice of many; and no two agreed on one. The school was one to be desired; and many sought the place. I asked each trustee to give the reason for his choice, and each one did. One thought the son of his "old-time" friend and neighbor as competent as any; another thought his niece who wished to come for an extended visit at his home should have a chance to show her hand, for she thought and her former teacher thought that she could teach if she but had a chance; and the third felt sure that a lady who helped him pay pew-rent on Sunday should be vindicated of the charge of inefficiency which lost to her the adjacent school the year before.

Those men were honest in motive and in purpose. Each *wished* to do his best for children and for *friend;* but neither realized that prejudice was to some extent the basis of his judgment—a prejudice which favored one to the exclusion of the many. By an hour's talk I induced them to vote by ballot for ' first and second choice." Of course I knew that there could be no agreement on "first" but I hoped for such upon the "second," and my hope was realized. The choice fell upon another than either of the members had contended for as his "first and only choice"—one who in all that makes the teacher was the peer of any in the county.

Just now, ten thousand men in California seek to solve this selfsame problem. Let's look in upon them; and it may be that we can drop a fitly spoken and suggestive word. Not upon all, of course, but upon three, the members of a district board.

ORGANIZATION OF THE BOARD.

The board's in session. Now, is that true? If so, it must be *organized;* and if organized, it must have a presiding officer (chairman, if you please) and clerk, elected for the year. How many boards in California are thus organized? How many, on the first Saturday in July, 1887, elected clerks for the year as by law required; and how many, at the same time,elected chairman? I wish I knew. Comparatively speaking, few. There are good reasons for this failure. Men, not given to much business wherein the rules of parliamentary usage apply, do not see the necessity for an organization the business of which would have to be conducted upon a basis subject to just such rules. They have found by practice, from time immemorial, that questions may be submitted to them individually and determined by the assent or objection of the members, though they may be miles apart. Neighbors place such faith in each other as to believe that the voice of members thus severally taken shall be the sense of the board. Yet, this very fact is one reason for organization. The reason is apparent. Of that, more anon.

ELECTING A TEACHER.

But, the board's in session. Question: "*Who's to be the teacher next year?*" Grave question—more easy to propound than answer. On the clerk's desk, a "stack" of letters, applications, rather, for the vacant place. *Is* the place vacant? Not if the teacher who taught last year were brought in consultation. But, then, he "didn't board at our house; he married the daughter of a man with whom some member of the board doesn't join fence; he whipped a trustee's son; or he hasn't 'applied!'" Hence, he's *not eligible.*

It's no easy question which they have to solve—these trustees; and its their *purpose* to solve it right. One, the clerk, sits with thumbs in armholes of his vest, one, with elbows on his knees whittles a stick—whittles towards himself (a man always whittles towards himself when he's puzzled), while the third, hands clasped behind him, walks the floor. These men are *thinking*—thinking of their duty; their duty to the school, the public, applicants, and themselves. Applications and "testimonials" have been read, and those who could come in person, have been seen and studied; and now the question "Whom shall we call?" *must* be answered. Can they answer it and do right by all? They can. They will. But how?

HELPING THINGS ALONG.

A lady "drops in to help matters along." She is the daughter of the clerk and an applicant for the school. But how does she "help things along?"

"Gentlemen," said she, "Mr. Blank taught this school last year. He didn't board at our house; it is to his credit that he maintained his right to select his own boarding place rather than yield to the domination of one who would barter vote and influence for a mont hly income. We need just such independence in *every* school and every public place to-day.

"He married the daughter of Mr. Contention's enemy. I honor him for that, and so *should* Mr. Contention, whose quarrel with the father-in-law need not be handed down to the second generation, nor will it unless Mr. C— hands it down himself. Mr. C—, Mr. Blank, as teacher, as a member of society, as a citizen, is no less valuable as teacher because his wife is daughter of your enemy. If that's your sole objection, be ashamed of yourself and move his re-election.

"Mr. Blank flogged the son of Mr. Pout. Did it hurt the boy? No. Did him good; he needed it. Was disobedient or lazy or both. His own father would have flogged him more severely. Aye, but there's the rub. The boy denies his guilt and the father believes his boy, notwithstanding the fact that his own memory of certain incidents in his own school days is proof positive that at least one of his boy's ancestors sought refuge in a lie—and even though the boy were innocent and though Mr.Blank did make a mistake in the punishment. What of it? Is he alone in such mistake? No. Only the day before, Mr. Pout had whipped the boy for stealing chickens that had fallen victims to a marauding hawk. If Mr. Blank made a mistake, his regret is sufficient punishment. Mr. Pout, if you consult your boy's greatest good, you'll second the motion of Mr. Contention.

"And if my father has no other fault to find than his failure to secure Mr. Blank as boarder, he should make the vote unanimous in calling our last year's teacher to succeed himself.

"Oh, I forgot. You say he has not applied. Do you wish him? Elect him; and notify him of his election. Then, if he accepts, you have your teacher.

"Gentlemen, we have a little district school, taught by one teacher; but for that one teacher, you can draw upon the whole rank and file of the profession in the State, from the janitor of the school to the presidents of the universities and normal schools if only they be authorized by law to assume the work. Let your selection be made from the list of available men and women and not alone from those who are applicants for the place. Neither should applicants have precedence or rank by virtue of their being first or second to apply. All things else being equal, elect a neighbor's son or daughter; but secure the *best* teacher within your reach and means, remembering ever that *the purpose of the school is to educate the child and not to provide an aristocratic means of livelihood for any one.*"

Thus spoke one, prompted by the highest spirit of professional pride, respect, and honor. The trustees endorsed the thought; and I turned aside, satisfied that the welfare of that school was in safe and honest hands.

Biennial Convention.

The committee appointed to present suitable resolutions on the death of Mrs. Clara March Armstrong, late Superintendent of Yolo County, thru its chairman, Miss Ames, submitted the following.

On July 2, 1897, Superintendent Mrs. Clara March Armstrong of Yolo County died. She was known and respected by the community in which she lived, and by the Superintendents with whom she had been associated. No one could be nearer to the confidence and hearts of the teachers. By them she was loved and trusted as a tried and true friend. The members of this convention wish to record here the most affectionate tribute that love can pay the memory of a modest, cultured and conscientious co-worker. Be it

Resolved;—That this convention, recognizing her worth and integrity, and her ability as an educator, do express our appreciation of her self-sacrificing services.

Resolved;—That we express our sincere sympathy for her family in the bereavement and for the large circle of friends and educators with whom she was associated.

Resolved;—That, these resolutions be spread upon the minutes of the convention and that a copy be sent to her family.

KATE AMES
LIZZIE H. FOX
KATE L. DONNELLY
HARRIET L. WILSON
ETTA KISE HARRINGTON

The report was unanimously adopted by the convention. Superintendent Pendergast spoke in eulogistic terms of Mrs. Clara March Armstrong and the estimation in which she was held in the community in which she lived.

Friday Afternoon Chip Basket.

By ALEX. B. COFFEY.

"Time flies."

"We take no note of time
Save from its loss:
To give it, then, a tongue
Is wise in man."

WHAT mood prompts beginning such as this? Is it remorse for hours wasted? In one sense, yes; in another, no. It must be suggestion. Yes, I know that's it. One thought suggests another; and that another; and yet another follows in the train, just as some speakers rattle on from determined theme to prejudice which they mistake for reason; then on till fancy leads thought and man astray, while a hungry people, in disappointment gather chaff or seek eagerly for a stray kernel which by pure accident may now and then be thrown. But, then that's true, so *very* true to life. Show me the man who hasn't trod a devious way (I refer not to rectitude); and I'll find ten whose lines of life are lost in circles which in time are broken into tangents while each struggles bravely on, yet ever wishing vainly that he might return unto the starting point.

* * *

TWO months have passed. I have crossed the line "where flows the Oregon" whose "dashings" harmonize to-day with the ceaseless noise of business life; have stood on the shore, charmed by the pine-clad hills and emerald isles of the northwest sea; and in my tramp, have I measured off two thousand miles and more. But, that's neither here nor there. Let it be, for here I am once more where two months ago I sat in self-communion. I thought myself alone; but was not. I was overheard; and now I am asked whether on that other eve, I spoke of real or imaginary folk. I'd have him wait, who questions, and answer for himself; and that he, in doing so, may have no aid from me, I must henceforth apply fictitious names if, indeed, I call names at all.

* * *

I MAY be a skeptic in some things; but, I cannot think that gold endows the plutocrat with merit one whit beyond the millions who *earn* the bread they eat and who by honest toil prepare a place to sleep. I think the right of a courteous toiler to pass the portal of the millionaire, if on proper mission bent, is just as great as is that of landlord to cross the threshold of humble tenant. Vanity, I despise; but the honest man's the peer of any and need lift his hat in courtesy alone but not in obeisance to a caste.

* * *

'TWAS thus I felt to-day when I rang the door-bell of a mansion on the hill. The door was opened by a servant, one of those twixt whose vertebræ the cartilage is ossified to his very skull. There he stood as graceful in his livery as is the dummy on which "store clothes" are shown. His eyes were fixed on space as tho seeking phenomlna in the distant sky. But, when I dropped my card upon the salver and my "tip" into his hand, he bade me wait, and jerked himself around. In time, he came and motioned me to enter. I did. Crossing a floor on whose velvet carpet the heaviest foot was noiseless, passing damask portieres, I entered—Oh, well, I know not whether I entered the drawing room or parlor. It matters little whether 'twere one or other. 'Twere all the same to me, who knew no difference.

I took a seat and half lost myself in the downy pillows which I found arranged with studied carelessness.

On frescoed ceiling and satin-papered wall, were historic paintings, in niche and corner, busts and statues, all done by masters. Colored glass and lace and silken curtains of softest tint so changed the light of day as to cast rich and varied shades of color o'er everything within the room. But, enough. Let other pen describe. And yet, one word may tell it all. *Wealth.* Wealth gave luxurious culture and aristocratic caste to the home of the *millionaire.*

A lady came—she for whom I'd asked. Her mein was as a queen; and her morning gown as the robe of royalty. Counterfeit each may have been; but she was satisfied, so let it pass. With her, came a child—her mother's very self in duplicate. I had seen her once before, for this was the mother and this the home of the little girl whom I had seen on velvet cushion in the carriage that other day; and this, the little girl herself.

The purpose of my call and of what we talked it matters little now. That will appear in time. Suffice it now that I *know* the child, the mother, and the home, and that I'm yet to learn much of each and all.

From the hill I went down into the slums. I left the thorofare, walked up a narrow street and turned into a filthy by-way. Each house, if indeed, it had not lost its right to the name, stood out against the dirty pavement where broken boards still held the right of way. No hovel had its door-yard; and no where was there a shrub or flower. Only walls—broken, bare, and crazy walls, o'ertopped by moss-grown roofs with here and there a dingy window of broken panes. Up a narrow stairway, another, and another did I go to the topmost floor. Along a darkened hall, I groped my way to the farthest door. I knocked. "Come in" said a voice so faint that I scarce could hear. I did. A dingy room, with bare floor, and mildewed walls. In the center of the room, a rickety table; in one corner, an old stove; in another, a few shelves on which were a few cracked dishes, faultless in their cleanliness; and in another, lay an invalid—she, who from her sick-bed, had invited me to enter. Again, one word would tell it all. *Poverty.* Poverty had done it all. Want! Wretchedness! Vulgarity! Vice! All brought upon a common level and inter-linked by poverty! And these—the invalid and the garret—the mother and the home of the match-boy. And he? Where? In the dive or at the home of decency; in the gin-mill or at the parsonage. Anywhere, everywhere, seeking—not alms—but, a hard-earned penny for his neglected mother. Neglected, tho not by him.

Why, with curious, prying eyes did I look in on such a home as this? It boots not whether I went on the heartless mission of a landlord's agent or in charity. I'll neither proclaim the one nor confess the other. I'm to go again and repeat the visit as often as I wish, for now, I'm friend to the mother and her boy. I met him just as I turned from the tinder-box where they found transient shelter. Yes, I met him as he hurried thru a crowd of uncouth, drunken, swearing men. His eyes were red, red with weeping for he hadn't sold a match that day. Yet, he smiled on meeting me and still more when we parted, he bounding up the stair-way and I turning away to muse.

But what motive prompts a retrospection which presents in one perspective such extremes in human life? Only this; and in this, I'm justified:—

Next week, boy and girl must stand upon a common plane in the public school. There, at least *in theory*, is no distinction. Let's see. And let's see how often the looker on, as student at once of child and teacher, must revert either to the haughty matron and gilded home or to the barren garret and patient sufferer, as he finds each reflected in the child.

* * *

NOW, here's a note which the post-man left at my door some time to-day. It simply says:—

"Come, and come at once. We must have your help." 'Tis from my friends by whose side I stood as their children went down the path around the hill and away to school. Again I see that look of hope and doubt, and again, the smile and tear. Which is the greater now? I know. The note is written in a masculine tho trembling hand; and there's a blur as if a tear had fallen from the eye of one who read it after it was written. I'll call to-morrow. Meanwhile, theirs is one among ten thousand homes to-night.

* * *

'TIS vacation week; and I've been unable to see either school or teacher. They need rest. Let them have it for a week.

* * *

"I BEG pardon, gentlemen. The fault was yours, not mine. Had you not talked, each to himself, as you passed me on the street, I should not have overheard." Again, I spoke to school trustees. I had offended each by hearing his soliloquy. They had been elected to serve a public function; intrusted unto them, had been the most sacred interest of a people—the public school. Would they fulfill or betray that trust? We may know, for men whose thoughts are vocalized must abide the consequence. I thought just now to tell what each one said; but for the time, let the import suffice. Kinship, politics, creed, and avarice were plainly visible between the lines, as some betrayed themselves, while patriotism, truth, and honor controlled and led the others. What must these conflicting motives do? What influence exercise? Time must tell and each must be adjudged according to his work.

* * *

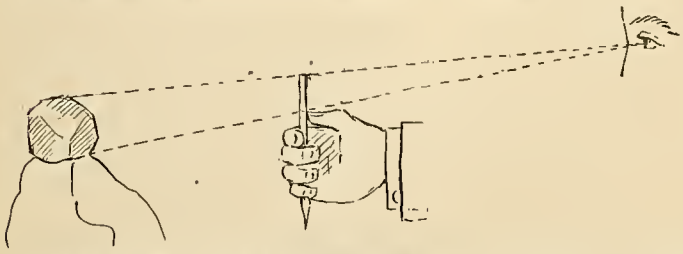
But, the light burns low.

GROUP DRAWING.

By D. R. AUGSBURG.

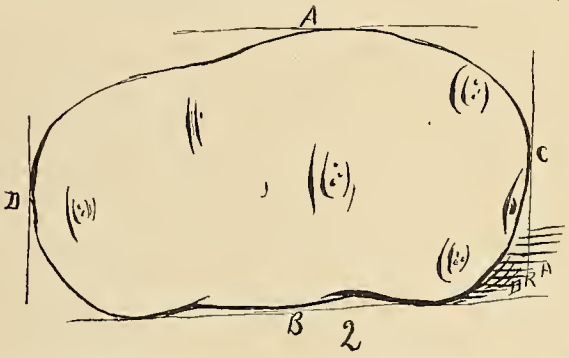
The following is a simple and direct method for drawing objects arranged in a group. There are other methods more masterly, but none easier or more simple to teach or more effective in its results:

First, let us learn how to measure with the lead pencil.

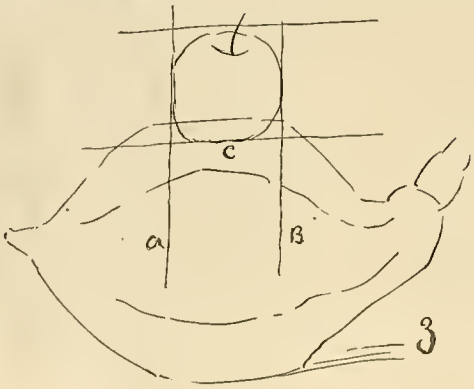


Measuring.—Place an object before you as in Fig. 2. Hold your pencil, as in Fig. 1, at easy arm's length away; close one eye. Let the upper end of the pencil be even with A, the upper edge of the object, and with your thumb mark B, the lower edge. This is not the real height of A, B, but is a proportional length suitable to compare with other lengths.

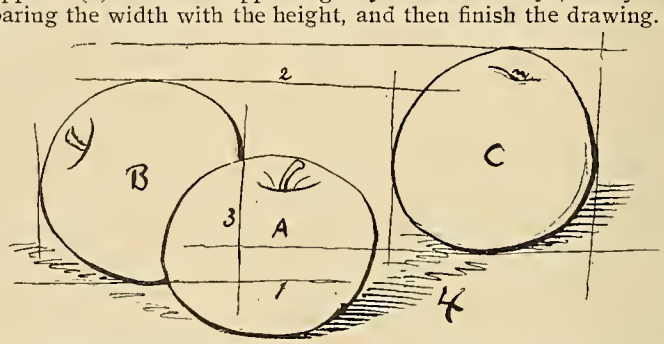
To compare the height A, B, in Fig. 2 with the length C, D. Measure the height A, B, as above, and by turning the hand on the wrist compare with the length C, D. Is it more or less, and how much? Remember this measuring is merely a mechanical aid—a help to the judgment.



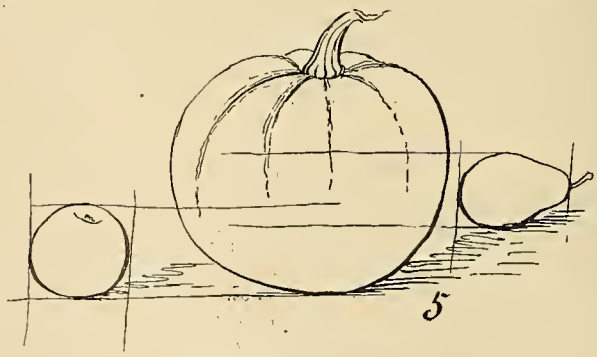
Drawing the Object.—(1) Place the object as in Fig. 2. (2) Take the height of the object A, B. You cannot measure this height, for the size of the object has nothing to do with the size of the drawing. Simply take this height as long as you wish the height of the object to be. (3) Take the point C, as far as you wish the drawing to extend to the right. (4) *Find* the point D by comparing with your pencil the height A, B with the length from C to D, and then making the same comparison in your drawing, using the height you have taken as your unit of measure. (5) Finish the drawing.

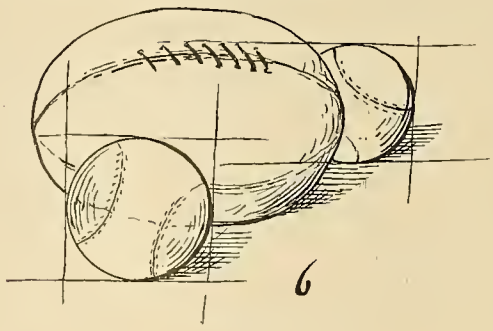


To draw one object in relation to another as the squash and apple, Fig. 3. (1) Place the objects. (2) Draw the squash with light lines. (3) Pass your pencil *vertically* thru the left edge of the apple and note where it crosses the squash. Mark this point in your drawing as at A, and from it draw a light vertical line which will mark the left edge of the apple. (4) Find the right edge B in the same manner. (5) Pass the pencil horizontally thru the lower edge of the apple and note where it crosses the squash. Mark this point in the drawing as at C, and draw a light horizontal line. This is to mark the lower edge of the apple. (6) Mark the upper edge by the unaided eye, or by comparing the width with the height, and then finish the drawing.

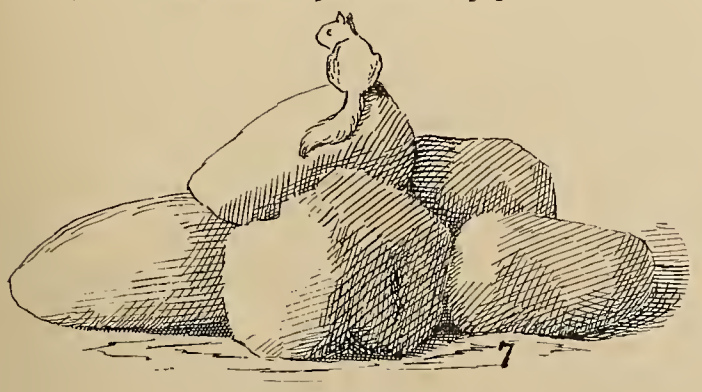


When drawing several objects of about the same size, draw the nearest one first and then use it as the unit of measure to find the *size*, *distance* and *direction* of the others. (1) Place the objects. (2) Draw apple A. (3) To find the lower edge of apple B, pass your pencil horizontally thru the lower edge of apple B, and note where your pencil crosses apple A. Mark this point as at 1 and from it draw a light horizontal line which will mark the lower edge of apple B. (4) To find the upper edge pass your pencil horizontally thru the upper edge and note how far above apple A it passes. Mark this point in the drawing as at 2 and draw a horizontal line which will mark the upper edge. (5) To find the right edge of apple B, pass the pencil vertically thru the edge and note where it crosses apple A. Mark this point as at 3 and from it draw a vertical line, which will mark the right edge. (6) Mark the left edge with the aid of the eye alone. In like manner draw apple C.





Figs. 5 and 6 are examples of this same work. The light lines that cross the large objects indicate the holding of the pencil. In general find first the lower edge, next the upper edge, then the edge nearest the large object and lastly the remaining edge. In all of this drawing the aim has been to do *one thing at a time*—to find one point at a time and not try to locate the whole object at once, which is a difficult operation for a pupil to do.



Seattle's Greatest Institute.

Before Superintendent W. J. Meredith of Kings County, Washington, closed his institute one year ago, he began to plan for the session for the present year. The mistakes which he had made he noted down, and invited criticism adverse and favorable.

Hopeful only for his schools and teachers and seeking only their greatest good, alert and active, yet modest and retiring, he surveyed the field from every vantage ground. Proud, but by no means vain, he reviewed his forces, not on parade as they passed with blaze of trumpet and roll of drum, with measured tread and salutation mathematical, but as in his own peculiar way and place, every

"Builder wrought with greatest care
Each minute and unseen part."

Then, in making out his program, he sought no selfish end, no presupposed landation, no advantage over other men. No man's call to work upon that program depended upon his willingness to use and coin high-sounding words of praise.

Mr. Meredith knew, or thought he knew his men; and for what he knew, he put them at their work.

The Honorable Frank J. Browne, Superintendent of Public Instruction, in his unobtrusive tho kindly way, with his untiring zeal and sanguine hopes, President Reaves and Doctors Bolton, Bechdolt and Smith of the State University with their culture and their determination to come into and remain in touch with the common schools, Professor Spillman from the College of Agriculture with his energy and experience and his love of humor, nature, and "Old Missouri," President Getz and Miss Stowell from the Ellensburg Normal School with their Normal tactics, Professor Taylor, late of the University, with his history and his civics, Professor Little of the City of Washington with his life-like crayon, Superintendents Brintnall and wife (Editors of the NORTHWEST JOURNAL OF EDUCATION), Hopson of Spokane, Friars of Snohomish, Thomas of Ellensburg, Hitt of Port Townsend, Bingham of Tacoma, and others, Mrs. Carrie Shaw Rice of the State Board of Education, and Alex. B. Coffey, besides an able corps of local principals and teachers, were there, each willing—yes anxious—to do his utmost by word or deed or by the eloquence of an attentive ear and eye. Nor were the members of the institute, who took no active part, to be outdone in their wishes to see and hear what was said and done.

The institute lasted for a week, the forenoons being devoted to section work, the afternoons to general sessions, and the evenings to public lectures.

A Department of Supervision was held for County and City Superintendents, in which the subject of a systematic and unified course for institute work became, as had been intended, an all absorbing topic.

Every session was begun with such soul-inspiring music as must ever put each mind into a happy and receptive mood, at peace with the world and itself, and ready to *do* or *assist* in doing.

In short, the plan of work, as prearranged, was mature and systematic; and, as carried out, was wisely and faithfully performed. Such was wrought by an anxious and working superintendent and by a co-operating and anxious corps of teachers.

Superintendent Meredith deserved the commendations which were bestowed on every hand and by every one for the manner in which he had provided for and presided over "the greatest educational meeting ever held in Seattle."

Christopher Dock's Pedagogical Ideas.

[Extracts from the first American book, on School Teaching.]

Dear child, accustom yourself to awake at the right time in the morning without being called, and as soon as you are awake get out of bed without delay.

Offer to those who first meet you, and to your parents, brothers and sisters, a good morning, not from habit simply, but from true love.

When you wash your face and hands do not scatter the water about in the room.

When you comb your hair do not go out into the middle of the room, but to one side in a corner.

Do not eat your morning bread upon the road or in school, but ask your parents to give it to you at home.

Then get your books together, and come to school at the right time. Neither tear nor lose them.

At the table sit very straight and still, do not wabble with your stool, and do not lay your arms on the table. Put your knife and fork upon the right and your bread on the left side.

To your fellow-scholars show yourself kind and peaceable, do not quarrel with them, do not kick them, do not soil their clothes with your shoes or with ink, give them no nicknames, and behave yourself in every respect toward them as you would that they should behave towards you.

Keep your books, inside and outside, very clean and neat, do not write or paint in them.

Accustom yourself to be orderly in everything, lay your books and other things in a certain place and do not let them lie scattered about in a disorderly way.

Never go about nasty and dirty. Cut your nails at the right time and keep your clothes, shoes, and stockings neat and clean.

In laughing, be moderate and modest. Do not laugh at everything, and especially at the evil or misfortune of other people.

PRES. M. G. ROYAL.

President of the Weston State Normal School, Oregon—and who in connection with Supt. J. F. Nowlin, A. B. Coffey and Katherine Ball, will conduct the Pendleton Summer Normal School.

LITERARY NEWS.

Baldwin's School Readers, or School Reading by Grades. By James Baldwin, Ph. D., editor of "Harper's Readings;" author of "Old Greek Stories," "Old Stories of the East," "The Book Lover," etc. American Book Company, New York, Cincinnati, and Chicago.

These school readers have been specially prepared for use in graded and ungraded schools. The series is divided into eight books, one for each grade below the high school. Five of these readers are also combined into one volume for the convenience of country schools.

The first reader contains fourteen pages of colored pictures of leaves, fruits, flowers and other objects. The numerous illustrations which fill the series are of a high order. Those in the advanced readers include representations of famous works of art by the great masters.

The pleasure as well as instruction of the pupils is aimed at in the selection of stories, poems and other pieces contained in these volumes, it being the object to stimulate the pupils' interest from day to day.

In mechanical execution the work is beyond criticism.

Story of Æneas. By M. Clarke, author of "Story of Troy," etc. Cloth, 12mo, 203 pages, with numerous illustrations. Price 45 cents. American Book Company, New York, Cincinnati and Chicago.

This book is a companion to the "Story of Troy," and is prepared for the use of young readers. It presents the wanderings of the Trojan hero after the destruction of Troy. Numerous poetical extracts from Dryden and Conington lend interest to the narrative. The book contains a good map, also ten full page reproductions of famous works of art referring to the text. Altogether it is a very attractive work to put into the hands of the young.

Graded Work in Arithmetic. By L. W. Baird, principal of Franklin Grammar School, Wilkesbarre, Pa. American Book Company, New York, Cincinnati and Chicago.

The above work consists of four carefully graded books, each designed to cover in a logical way a definite amount of work. The lessons of the First Year book are on numbers from 1 to 20, average one year's work, and includes frequent reviews, drills, and a combination of slate and oral work. Simple fractions are also introduced.

The Second Year book advances to numbers from 21 to 100. Denominate numbers are introduced with pictures of measures in common use. The Third Year book advances to numbers beyond 100 and up to 1,000,000. Problems of every day occurrence are also made a feature to facilitate the practical applications of Arithmetic.

The Fourth Year book completes the series and leads to more advanced work. The Arithmetic is one that will no doubt win high favor wherever it may be introduced.

A Brief German Grammar. By Hjalmer Edgren, Ph. D., and Laurence Fossler, A. M., of the University of Nebraska. Linen 12mo, 181 pages. Price, 75 cents. American Book Company, New York, Cincinnati and Chicago.

This brief Grammar is designed to prepare the way for reading, writing and speaking the German language, on the basis of a systematic knowledge of its grammar. The book aims to give the beginner an intelligent knowledge of the language at the earliest practicable moment. Following the grammar is a series of carefully graded exercises, sufficient to furnish all the practice needed in reading and writing German until the grammatical study is completed. The modern German spelling is adopted thruout.

The book is designed for high school or college students.

Xenophon's Cyropædia. Abridged for schools and edited by Clarence W. Gleason, A. M., of the Roxbury Latin School. Flexible cloth, 12mo, 325 pages. Price, $1.25. American Book Company, New York, Cincinnati, and Chicago.

The aim of this volume is to offer an abridged edition of the Cyropædia for schools which may be used in alternation with the Anabasis or to be substituted for it. In preparing the book the Cyropædia has been shortened nearly one-half by the omission of passages of minor interest and importance. The original division into books has been disregarded and the text divided according to the subject matter into seven chapters. The book is made serviceable for the student by copious notes and a complete working vocabulary. It is needless to say that the work of the editor has been well done at every point.

The Animal World, Its Romances and Realities. By Frank Vincent, M. A. D. Appleton and Company, New York.

Without any attempt at scientific classification, the author has simply brought teacher and youth face to face with the animal world in such manner as to make clear the peculiarities of each subject, its habits and place of life, its environments, etc. To teachers of "nature study" and to students, it commends itself alike.

Palamon and Arcite. By John Dryden. Price 20 cents.
Selections from the Poems of Robert Burns. Edited by W. H. Venable, LL. D. Price, 20 cents.
Selections from the Poems of Lord Byron. Same editor. Price 25 cents.
Selections from the Poems of William Wordsworth. Same editor. Price 20 cents
Selections from the Poems of Thomas Gray. Edited by A. M. Van Dyke, M. A. Price, 20 cents.
The Rape of the Lock and an Essay on Man. By Alexander Pope. Edited by A. M. Van Dyke. Price, 20 cents.
American Book Company, New York, Cincinnati, and Chicago.

The above books are the latest additions to the Eclectic English Classics, a series intended to provide the gems of English literature for school and home use, at the lowest possible price. The books cover a wide range from Chaucer, Milton, and Dryden down to the present time, and represent the best models of style of each period and school of writing. In addition to the text, printed on good paper from new and clear type, the books contain appropriate introductions, including biographical sketches of the authors represented and adequate literary and explanatory notes, which will be found interesting and useful by the reader. With such books as the Eclectic English Classics at command no young person in the land can have any excuse for not becoming acquainted with the best books and the best writers in the language.

Natural Advanced Geography. By Jacques W. Redway and Russell Hinman. Published by the American Book Company, New York, Cincinnati and Chicago.

Thruout the Natural series, the central thought is man in his relation to his physical environment, but the plan of treatment is different in the two books composing the series. In the Elementary, man with his peculiarities, and nature about his home are taken as the starting point; while the Advanced, treats first of the earth as a whole and of the general manner in which its physical features, its plants, its animals, and its human inhabitants, have reached their present condition and distribution thru centuries of change and development. This part of the subject has been presented with considerable detail, because of its fundamental importance. The remainder of the book is devoted to the various parts or countries of the earth. The development of each part is studied and analyzed in the light of the preceding lessons on the earth as a whole, and thus true relationships are established. The typography of the book, whether in the text or illustration is clear and beautiful, thus presenting a most attractive feature, and commending the book at a glance.

A Primer of Psychology. By Edward Bradford Titchener. M. A. Published by The Macmillan Company, New York, Chicago, San Francisco.

This volume is intended as a first book in psychology. It therefore seeks to accomplish the two main ends of a scientific primer of the subject; to outline with as little of technical detail as is compatible with accuracy of statement, the methods and most important results of modern psychology; and to furnish the reader with reference for further study. It is written not only with direct regard to the courses of psychological instruction offered in Normal Schools and High Schools, but is at the same time sufficiently comprehensive to give the general student a fair idea of the present status of psychology in its various branches.

A novel feature of the work is the emphasis laid on the experimental method. A short list of simple and inexpensive apparatus is given, with directions for their use in the class-room, and the experiments described are such as can be performed by their aid or by help of others that can readily be constructed by the teacher himself.

SCHOOL TRUSTEES AND THEIR DUTIES.

By CHAS. H. ALLEN.

The office of School Trustee is one of great importance, far more importance than it is generally thought to be. The Board of Trustees, by our school laws, are the custodians of all the school property. This includes the school house and grounds, the out buildings, the school library and, in short, every species of property belonging to the district.

They have control of and expend all moneys apportioned to the district, are raised by the district for school purposes. They should see that this money is all well expended, so that every dollar brings to the district one hundred cents in value. It is often easy to squander money when one has not to earn it, but the school trustee should feel that all this money is a trust fund, for the children of the schools, and that therefore it should be carefully guarded.

Had all our trustees this feeling we should not find so many school houses lumbered up with useless apparatus, nor libraries upon whose shelves are so many worthless or useless books. Smooth-tongued agents have robbed our school children of many thousands of dollars by inveigling trusting school boards into profitless expenditures.

The School Library.

There are many school libraries from the shelves of which one half the books are taken out twice a year, and that to dust them. Yet all the money used in purchasing these books was and is needed to furnish good reading matter for the children.

Taking Care of School Property.

It is the business of the trustees to see that the school house is kept in good repair, the ground in good order, and that all the property of the district is well cared for.

At the beginning of a school term a personal inspection should be had, if possible in the presence of the teacher, to whose immediate care the property is to be turned over, for the term. There should be inventories of all the books and other belongings of the school, and these should be verified and turned over to the teacher, he to see that at the close of his term everything is in good order, less ordinary wear and tear, as when he received it. If the house has been used only for school purposes, the teacher should be held responsible for all loss or palpable injury; he to be exonerated only upon showing to whom such loss or injury should be charged. The school library and all the apparatus should be carefully examined, that no errors are made.

The Purchasing of Supplies.

In reference to the purchase of books for the library, or of maps, charts or other appliances, the following suggestions are made. Few trustees are experts in these things, and they should be as wary of trusting their own judgments as they are in giving credence to the statements of the agents who are selling. Nothing should be purchased unless the teacher and the county superintendent both think the investment is a good one *for that particular school.* A thing may be very desirable in one school and useless in another.

The Employment of Teachers.

Of course the most important duty the trustees have to perform comes in employing a teacher. "As is the teacher, so is the school." With a good teacher there will be a good school; with an indifferent teacher an indifferent school, and with a poor teacher a poor school.

The fact that the poor teacher is a relative of some of the trustees, or of some of their friends does not help the matter a particle. Of course it does not follow that such a one may not be a most excellent teacher, but this excellence does not arise from the relationship. There are now, fortunately, an abundance of teachers to choose from. Do in this as you would in your own business; *get the best you can for the money.*

Here are from fifteen to forty children, to be taught and trained from five to eight months, five hours a day. The difference to them and to their parents, between having this done by a really good teacher or by a merely passable, not to say poor, teacher is immense. No one can calculate it. Here again it often happens that the trustees are not experts. They should therefore consult freely with the County Superintendent and perhaps with others, selecting the teacher with the utmost care. It need hardly be said that having selected her they should stand by her; giving her all the aid they can in the way of school supplies and conveniences, and more particularly in the matter of discipline. It sometimes happens, though fortunately such occurrences are quite rare, that pupils make their way into schools who are disposed to make trouble for the teacher, and thus work an injury to the school.

The Expulsion of Pupils.

A delicate refined young lady should not be expected to flog such pupils; that is not what she is engaged for. If after fair trial and earnest admonition they are still incorrigible, she should refer the matter to the trustees, and they should bring the pupil to terms, or drop him from the school. This is a step to be regretted, but it may happen that such a pupil so annoys the teacher and the school as to seriously interfere with its good work. It is safe, perhaps, to say that when a child does the school more harm than the good he is receiving, he should be deprived of the advantages of that school. The sympathy and cordial support of a board of trustees is a wonderful comfort to the teacher, and where these are given the best work may be expected.

HON. W. E. GLADSTONE AND WIFE.

The "Grand old man" belonged not to England but to the World. Gladstone was not only great as a statesman but as a scholar. He died at Hawarden May 17, 1898.

WESTERN SCHOOL NEWS.

W. F. Hall has resigned from the Oakland High School.

The subject of clear water for the schools of Sacramento City is being agitated.

The Pendleton Summer School, J. F. Nowlin conductor, will begin June 13, 1898.

The Lick School of Mechanical Arts, George Merrill, Principal, graduated its first class this year.

Mr. G. W. Davis has been nominated by the Populists of Siskiyou County for Superintendent of Schools.

The Pierce County Institute, J. E. Tait, Superintendent, will be held at Tacoma, beginning June 15th.

Over $250 has already been raised by the children of Orange County for the "American Boy." More to come.

The Washington State Teachers' Association will be held at Tacoma, June 27-3 . J. M. Hitt is the president.

Miss Lou Ball and Miss Agnes Hunt of San Diego, have been elected to positions in the Oakland School Department.

The jury in the case of School Director Waller of San Francisco, charged with soliciting a bribe, failed to convict.

One hundred and two students were graduated from the Berkeley High School—the largest nunber in the history of the school.

Alex. B. Coffey delivered the address to the graduates of the High School at Sutter City, Selma and Oroville during this month.

T. O. Crawford, Principal of the Lincoln School, Oakland, has gone East as a correspondent of the San Francisco *Weekly Examiner*,

An election has been called in Anaheim to vote on the question of establishing and maintaining a High School, to be voted on June 25th.

Orange County Districts have voted bonds as follows: Laurel school district, $9000; Placentia, $2500; Orange, $6000; Fountain Valley, $2500; Fullerton High School, $8000.

Miss Mary Burke, a graduate of Stanford and a teacher of English in the Santa Cruz High School, has resigned, and hereafter will be known to the world as Mrs. Scott Calhoun.

Miss Goden, who represents the Art Department of the D. C. Heath & Co. Publishers, gave a very instructive talk to the Superintendents on drawing during the Bi-ennial Convention.

Through the kindness of friends, we receive many invitations at this office to school entertainments, anniversaries, etc. As a rule, the cards of invitation are prepared in a most refined and modest manner. However, the neatest and most artistic which we have yet received is from the High School of Moscow, Idaho.

Mr. Sisson, one of San Luis Obispo County's most valuable teachers, died very suddenly about a month ago.

George Cosgrove, one of Fresno's ex-teachers, has been appointed on the city board of education in Fresno.

G. H. Foulks has been elected principal of the Bush street Evening School in San Francisco vice E. C. Kilpatrick, dismissed.

Miss Minnie McMillan, one of Tulare's popular teachers, was married on the 15th ult. to Norman W. Hall of the Santa Fe Railroad Company in San Francisco.

Supt. S. T. Black delivered an address at the Cogswell Polytechnic School, San Francisco, Friday, June 3rd, and will take part in the graduation exercises at the San Jose and Chico Normal Schools.

Lillie Loughenour has been nominated by the Democrats of Colusa County for County Superintendent of Schools. She is a member of the County Board of Education and has taught at Maxwell and other places in the county.

Pirncipal J. C. Ray of the Sutter City Union High School, is to be congratulated upon the increasing popularity and solid growth of his school, of which the patrons are justly proud. Nine students were graduated on the 2nd inst.

On the 3rd inst., a class of four strong and mature young people were graduated by Principal Taylor and his trustees of the Selma Union High School. Though small the class, we have seen no more promising students graduated from any High School.

S. A. Crookshanks has been nominated by the Democratic party for Superintendent of Schools of Tulare County. Mr. Crookshanks served four years, '91-'95 as County Superintendent, and since then attended the State University, and the past two years has been Principal of the Porterville Schools.

Memorial Exercises in Honor of Sara F. Donnelly.

"Green be the turf above thee
Friend of my better days,
None knew thee but to love thee,
None named thee but to praise."

This and the songs of the children she loved so wisely, concluded the touching services in memory of Miss Sara F. Donnelly at the Columbia Grammar School on Friday, April 18th.

Eloquent tributes from Mr. O'Connor, Ex-Superintendent Babcock and President of the Board of Education, Chas. L. Barrington, a recitation by a former pupil, songs by those into whose childish hearts Miss Donnelly had stamped a love that years had but strengthened, her former teachers, her friends, her mere acquaintances stood forth, and gave each one, a testimony of her worth, her tact, her charm. And then her favorite song, sung in hushed and broken tones by her little class —fit ending to the tribute to her beautiful, noble life.

Alumni Association of the San Jose State Normal School.

The programs and announcements for the June session of the San Jose State Normal School Alumni Association have been issued. As it is impossible to reach all by direct address, the Executive Committee desire to extend, through the columns of the WESTERN JOURNAL OF EDUCATION, a general invitation to graduates and friends to attend the coming meeting, which will be held in San Jose, June 20th, 21st and 22nd.

A special effort has been put forth to make the session a professional as well as a social success. The questions to be discussed are of vital importance to every normal graduate and teacher. Some of the topics are: "Local History," "Normal Summer Schools," "Tenure of Office of Rural Teachers," "Teacher's Examinations," "High School Certificates," "School Entertainments." They will be treated by some of our ablest educators and most successful graduates. Among the names of those who contribute are: Hon. S. T. Black, Prof. A. B. Show of Stanford, and Supt. T. J. Kirk of Fresno.

The faculty of the Normal School has decided that Tuesday and Wednesday afternoons of Alumni Week shall be given over entirely to the association, all routine work of the school being suspended.

The semi-annual reception will be held Monday evening, June 20th. The program will consist of addresses of welcome and a farce, followed by a promenade concert.

On Tuesday evening, the Alumni Association will be entertained by the Y. M. N. D. Society.

The banquet to be given at Hotel Vendome, Wednesday evening, June 22nd, will be a special feature. In the past, the banquets have been given by and for the Y. M. N. D. members exclusively; but in the present instance, the lady as well as the gentleman members are cordially invited to attend, the affair being under the auspices of the association. Certificates entitling the holder to reduced railroad rates may be secured by applying with stamp to the Secretary of the Association, Antoinette Knowles, Santa Clara, California.

SAMUEL SODA SPRINGS.

The Samuel Soda Springs is just the place for teachers to spend a pleasant vacation. Nowhere can they find such a healthful place, such wonderful springs of water, such beautiful shady groves, and such pleasant accommodations. Mr. Morris, the proprietor, will make a special rate to teachers. Write to him, J. R. Morris, St. Helena, for full particulars.

San Diego's New Superintendent.

The Board of Education of the City of San Diego, has elected F. P. Davidson, formerly Principal of the High School, City Superintendent to succeed E. P. Cubberly. The election is a deserved promotion to one who has worked faithfully in the ranks. F. P. Davidson, the new superintendent, is a native of Pennsylvania, a graduate of Witenberg College, and for fifteen years a teacher who has never changed his position except to take a well-earned promotion. He was for ten years in the schools of Springfield, Ohio, and for eight years has been Principal of the High Scho l of San Diego. He is a man of fine personal presence, of strict integrity, and progressive in his educational ideas.

Pacific Grove Summer School.

Purpose. The school is designed to meet the needs of two classes of students—teachers who wish to fit themselves for more effective work in the various departments, and students who desire to review for the University examinations, or to pursue regular University work. Members of each of the two Universities have consented to give courses, and instruction is offered in the following departments:

Greek	English
Latin	History
German	Law
French and Spanish	Education
Physics	Hygiene and
Mathematics	Physical Culture

The work of the departments will be supplemented by a course of evening lectures by prominent educators.

Dates. Much of the summer work will begin June 6th and continue eight weeks until July 29th; many courses also, more especially for teachers, will begin June 20th and continue for six weeks, in order to accommodate those whose schools do not close before the middle of June. The shorter courses will be specifically noted below.

Fees and Expenses. The fee for courses lasting six weeks is $15; eight weeks, $20; exceptions to this rule are noted under announcements of courses. All fees are payable on entrance at the office of the Secretary. Board and room can be obtained in the various boarding-houses at prices ranging from $20 to $30 per month. Excellent accommodations can also be obtained at the large Hotel El Carmelo. Families, clubs and parties can find cheap and comfortable accommodations in tents and summer cottages which are fitted up for housekeeping. A railroad rate is given of one and a third fare for students in attendance at the summer school.

Admission to Classes. Applicants will be admitted to any of these classes upon satisfying the instructor in charge that they are qualified to undertake the work. Some of the courses require no previous knowledge of the subject. Students are at liberty to choose such courses as may suit their needs. Class rooms will be provided in the public school building and in temporary quarters in the vicinity.

Faculty.

JULIUS GOEBEL, PH. D.
Professor of Germanic Literature and Philology in the Leland Stanford Jr. University.

WILLIAM AUGUSTUS MERRILL, PH. D., L. H. D.
Professor of the Latin Language and Literature in the University of California.

EWALD FLUGEL, PH. D.
Professor of English Philology in the Leland Stanford Jr. University.

ISAAC FLAGG, PH. D.
Associate Professor of Classical Philology in the University of California.

F. J. A. DAVIDSON, A. M.
Assistant Professor of Romanic Languages in the Leland Stanford Jr. University.

DANIEL WILLIAM MURPHY, PH. D.
Assistant Professor of Physics in the Leland Stanford Jr. University.

CHARLES ELLWOOD COX, A. M.
Assistant Professor of Mathematics in the Leland Stanford Jr. University.

EDWIN DILLER STARBUCK, PH. D.
Assistant Professor of Education in the Leland Stanford Jr. University.

CLYDE AUGUSTUS DUNIWAY, PH. D.
Assistant Professor of History in the Leland Stanford Jr. University.

ADA EDWARDS
Assistant in Hygiene and Organic Training in the Leland Stanford Jr. University.

HELEN M. MCGILLIVRAY
Lecturer on Hygiene.

LESTER J. HINSDILL, A. B.
Assistant in Law in the Leland Stanford Jr. University.

IRVING E. OUTCALT, A. M.
Graduate student in English at the Leland Stanford Jr. University.

RICHARD WELLINGTON HUSBAND, A. M.
Reader in Greek in the University of California.

VALENTIN BUEHNER
Graduate National German American Normal School; formerly teacher of German in Dr. Felix Adler's School, New York City.

Special railroad rates have been secured. For particulars, address

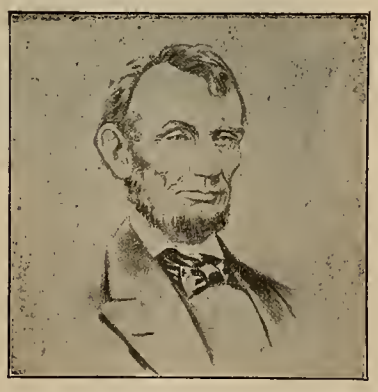
R. L. SANDWICK,
Pacific Grove, Cal.

Dr. David Starr Jordan and Chas. F. Lummis have gone to the Grand Canyon on a scientific expedition.

Prof. Seamen, Principal of the Mill Valley School, conducted special Decoration Day exercises. The children of the school were well drilled, and the exercises appropriate and interesting. The hall was crowded with people. $19 was contributed by the audience for the Red Cross Society. Harr Wagner delivered the address.

Illustrations for History and Literature.

The Educational Publishing Company has added to its stock of useful helps by publishing a series of beautiful portraits of authors and pictures of the homes of authors to use as class work in teaching literature and history. The portraits are excellent, and are printed on fine enamel paper. Price, 10 cents each; 3 for 25 cents; 1 dozen for 50 cents. Write for particulars to Educational Publishing Company, Flood Building, San Francisco.



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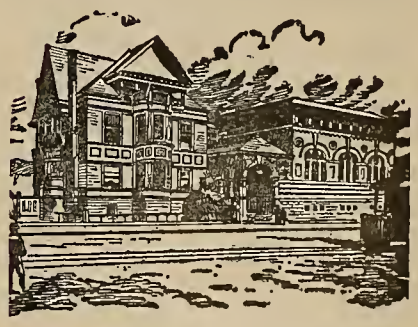

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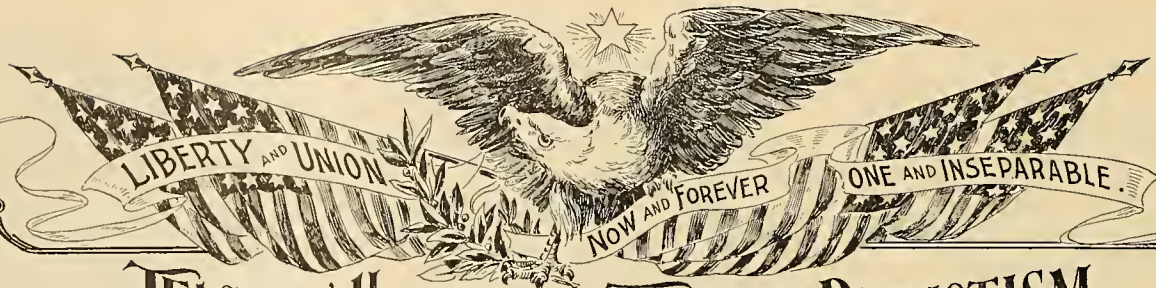

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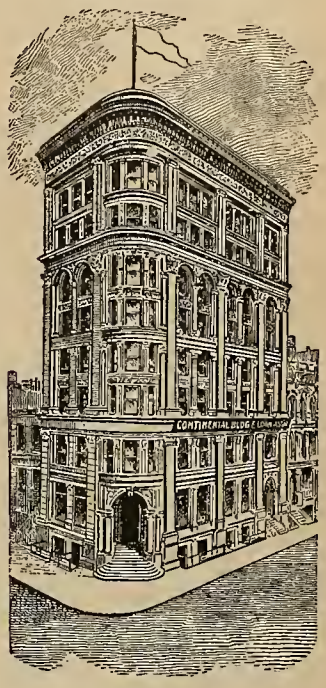

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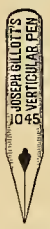

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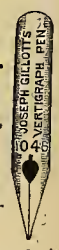

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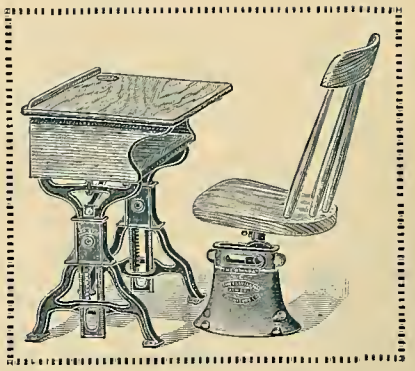

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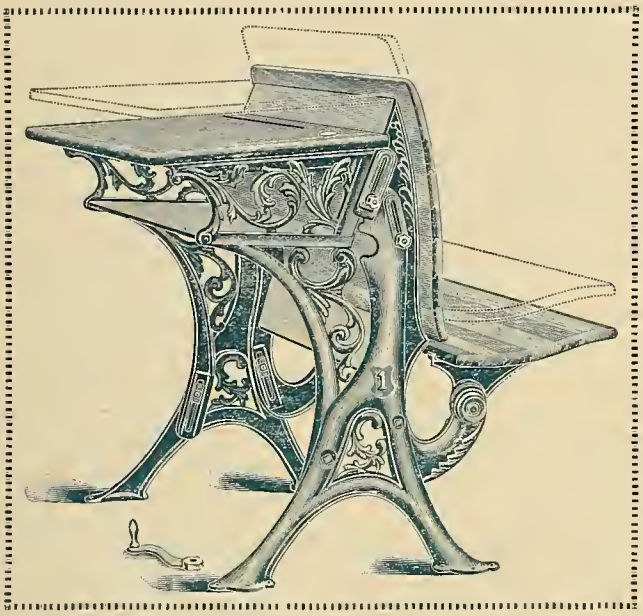

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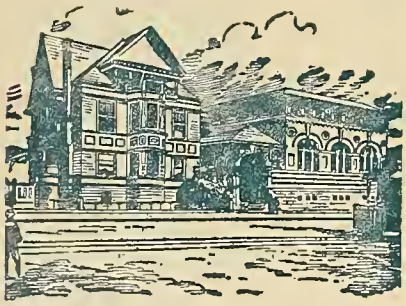

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SAN FRANCISCO, JULY, 1898.

NUMBER 7
ESTABLISHED 1852

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Notice to Trustees.

In order that the official journal may be kept on file, we will furnish a binder for 90 cents. This binder will hold twelve copies, and will be of great service. You will want to preserve the April JOURNAL on account of Dr. Draper's address, and on account of the decision of the State Superintendent of Public Instruction; you will want to keep the May issue on account of the report of the Biennial Convention.

WESTERN JOURNAL OF EDUCATION, 723 Market Street.

The teaching of patriotism has usually been left to the schools, but Dewey, Shafter, Sampson, Schley, the Rough Riders and the boys in blue have given us some lessons based on the true principles of pedagogics.

* *

Vacation, it is said with regret, means no more to many of the rural teachers than simply a time to hunt for another position. *Vacare catum;* to make vacate; to leave empty; a void making, is too literal a translation for vacation to some teachers.

* *

This is the month that officials study the subject of supplementary readers. The child should not be subject to the fancies, prejudices or whims of anyone. Mature judgment is necessary in making up the list. History, fiction, fable, myths, poetry, prose, travel, biography, essay. In fact you should draw on the entire tore-house of literature.

Trustees, if you are somewhat in doubt about the re-election or election of the teacher, do not postpone action. It is not considerate. A teacher who is kept in doubt is at a great disadvantage. It is better to speak right out and give her a chance elsewhere.

* *

Patriotism does not belong to any paticular order, class or association. It belongs to the American citizen. And the patriots are not all in Cuba or Manila, some of them are at home furnishing revenues for the war and shooting off firecrackers on the Fourth of July.

* *

Vacation has been given a new meaning to those who have regular employment as teachers. It means rest, leisure, pleasure. It should mean more, it should mean happiness, a rich content in which the mental and physical faculties should be renewed as the sap of earth renews the foliage of the trees.

* *

F. M. McCully will issue this month the *Northwest School Journal* at Ellensburg, Washington. Mr. McCully has had practical experience as a journalist and educator, and has the judgment, energy, and pluck to make his venture a success. State Supt. Browne will conduct a department in the new journal.

* *

Trustees' meetings are becoming quite popular. The largest meeting yet held convened at San Diego, Cal., July 5th. An interesting program was arranged by Hugh J. Baldwin and others. Among those who took part in the meeting were such well known names as W. A. Mensch, G. V. Thomas, W. H. Ferry, Eugene Vascher, G. P. Hall, Adam Chapin, D. G. Gordon, S. L. Ward, Judge A. Haines, etc. This was a notable meeting. Hugh J. Baldwin deserves credit for his active interest in the meeting.

* *

Supt. Foshay of Los Angeles, in a teachers' meeting recently, sounded a genuine note. It was not an adolescent, but full grown, vital truth. "One of the greatest difficulties in discipline is the lack of understanding of motives which caused the pupil to make trouble. We should be very careful not to impute evil motives to a pupil which are not his, and thus cause him to bear resentment because he is misjudged. It is an important part of school work to develop a strong sense of justice. The successful man is not he who can quell the riot, but he who can by prudence and foresight prevent the riot. So the successful teacher is not the one who has the power to manage the difficult cases when they have arisen, but the one who has the tact to prevent their arising. Management without friction is the evidence of reserve power and the test of the successful disciplinarian. The greatest teachers of the world have not been its famous scholars, but those who, by word and deed, are able to influence the children. First be master of yourself, then of your pupils. Anger has no place in the school room. Self-sacrifice, not egotism, is necessary to control."

Sometimes when the teacher who is professionally blasè, and is so tired of threshing old institute straw it would be well to remember the language of Joubert: "It is better to discuss a question without settling it, than to settle it without discussing it."

* *

The Teachers' Association of Northern California will meet August 1st, 2nd, 3rd and 4th at Shasta Retreat. The program includes addresses by Dr. McClish, Supt. C. S. Smith, Supt. Stout, Supt. of Public Instruction, S. T. Black, Pres. C. M. Ritter, Kate Ames, and Prof. Cubberly. A large attendance and an interesting time is expected.

* *

Professor Edward Howard Griggs of Stanford University, has been made the subject of the yellowest kind of yellow journalism. Muriel Bailey wrote up Mrs. Griggs as the luckiest woman in California. It was done in execrable taste. The bit of crepe on Prof. Griggs' overcoat was trailed into the article, and it will cast a gloom over Miss Bailey's future work. It is to be regretted that Miss Bailey, one of California's brightest newspaper women, should have used such an ill-timed subject, and then should have treated it with such utter disregard of respect for sacred things.

* *

Supt. of Public Instruction Samuel T. Black has apportioned State school money for the fiscal year ending June 30th. The books of the State Comptroller show that the amount to be apportioned is $1,071,630 39. This amount will be divided among the various counties of the State and re-apportioned by the county superintendent of schools, and is derived from the following named sources: Property tax, $727,581 98; poll tax, $136,620 86; interest on bonds, $113,585 45; interest on lands, $20,538 31: tax on railroads, $47,821 02; collateral inheritances, $30,552 05; sales geological reports, $14. The amounts unapportioned January 4, 1898, is $1,435 79.

* *

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* *

No victory of modern times equals the achievement of Dewey at Manila. The destruction of the Spanish fleet does not mean much. The killed and wounded do not appeal more to our sympathies than the killed and wounded of any other battle. The victory, like that at Concord, is typical of a new era in American history.

By the rude bridge that arched the flood.
Their flag to April's breeze unfurled;
Here once the embattled farmers stood,
And fired the shot heard round the world.
—*Emerson.*
Hymn sung at the completion of the Concord Monument.

And as the Magna Charta was the prophecy of the Declaration of Independence, so is the naval battle at Manila the beginning of the realization of Tennyson's noble lines:

'Till the war drum throbb'd no longer,
And the battle flags were furl'd
In the Parliament of man, the Federation of the world.
—*From "Locksley Hall."*

The university graduate who is not fitted to teach anything except his major, finds that available places are extremely limited. In other words, the demand for the man of one subject has not increased with the supply. The standard of specialization set by Stanford University, which gives graduates who are applicants for high school positions the power to teach one branch, or perhaps two or three at most, leaves them lamentably lame in the teaching required by many of our high schools. This is not only true of Stanford's graduates; it is true of all of our universities that follow the extreme of the elective system—a system that had its origin in universities that do not have undergraduate work, but which now encroaches on the curriculum of the grammar schools.

* *

Dr. C. Hanford Henderson, who seems to be the educational man of the hour in the East, has said the following of the problem of the teacher's life: "The test of any educational scheme is its results. What sort of men and women does it produce? Where the scheme is avowedly limited, as the kindergarten is, to children under six, the test is, what sort of children does it produce; what sort of *potential* men and women? The vistas of life are eternally widening. Those of us who presume to teach,—for it *is* a presumptuous calling—must be forever enlarging and purifying and ennobling our own lives and our own ideals of life, if we are to be worthy guides of a younger and less experienced following. I count it then as the very first duty of a teacher not to lose himself in the details and technique of a method, however beautiful that method may be; but to be first and last and always, a living man or a living woman, breathing the warm sentiment of human sympathy and in daily touch with the pulse-beat of modern thought and aspiration. *To be*, that is the great thing; and if one *is*, then all else follows. These problems of the teacher's life interest me in a very immediate and practical way, for I have to meet and face them as problems of my own personal life; and I know, as a matter of experience, that the great danger of such a life is the probable sacrifice of the individual. But I beg you to lay no comfort to your hearts in the thought that such a sacrifice is noble. Believe me, when you sacrifice yourself you sacrifice your cause. How can you purify your educational ideals by this appeal to life if you do not know life, if you do not feel in your own veins some intimations of such a radiant, throbbing life? Or, as Emerson puts it, 'How can you hope to renovate others until you have renovated yourselves?'"

Magazine Notes.

The current number of the *Pedagogical Seminary* is rich in contents. The two most notable articles are "The Only Child in the Family," by E. W. Bohannon, and "Bibliography of Child Study," by Louis N. Wilson.

The Land of Sunshine, Charles F. Lummis editor, has in the July number a most interesting historical study entitled "The Story of Coronado." This magazine, always bright with sunshine and thought, should be in every school library on this Coast.

The North American Review grows in interest each month. It has able contributors, and the editor uses wise judgment in the timeliness of the contributions.

The *Child Study Monthly* for June contains many very interesting articles, and a frontispiece of the editor, William O. Krohn.

The *Public School Journal* for June maintains its reputation of being the ablest exponent of educational topics published in the country.

Nature and Art is the title of a new and handsome journal conducted by John M. Coulter, Ph. D. It is all its name implies. Nature and Art Publishing Company, 315 Dearborn St., New York.

Editorial Rambles in the Northwest.

OREGON.

The Summer School at Pendleton.

Superintendent J. F. Nowlin, who had just been re-elected Superintendent of Umatilla County by a majority of nearly four hundred, opened his summer school on June 13, for a term of three weeks. He was assisted by Miss Katherine M. Ball of San Francisco, D. V. Reed, president elect and M. G. Royal, retiring president of the Normal School at Weston, Oregon, Professor E. T. Mathes and Miss Anna Carl of the Lewiston, Idaho, Normal, Miss Marie Vandersol of Salem, Mrs. Marston of Pendleton, Miss Mabel Nelson of the Weston Normal, and A. B. Coffey.

At times the weather was very warm; at other times very pleasant. Superintendent Nowlin and his instructors had to meet some serious obstacles: but they did it and worked faithfully. He need not be at all discouraged. He has an excellent corps of teachers; and he is moving along right lines in establishing and maintaining his summer school. In re-electing him by so large a majority, his people have expressed a confidence which means everything.

* * *

The Marion County Institute.

Superintendent G. W. Jones called his institute for the week, beginning June 27, with Miss Evans, teacher of drawing in Chicago, Mr. Durrette of Portland, President Campbell of the Monmouth Normal, President Anderson (just elected) of the Drain Normal, and A. B. Coffey to assist. Especial stress was placed upon the subjects of drawing and psychology, the latter under Mr. Durrette.

Mr. Jones, after preparing his program, went to San Francisco to enter the volunteer service. His wife was appointed Deputy Superintendent: and, notwithstanding the fact that her heart and mind must necessarily have been in camp with her husband, she stood the test remarkably well and acquitted herself with much credit, her teachers rallying to her support professionally and fraternally. May they so continue in this hour when their support is needed and appreciated.

WASHINGTON.

Snohomish County.

A beautiful spirit animates the Washington teacher, at least, in so far as I have been able to observe. Superintendent R. E. Friars of Snohomish County asked his teachers to meet on Saturday and remain in the evening. The heavens opened and the rained poured; but what cared they? With few exceptions, they came at the Superintendent's call—not only the town's folk, but those from remote parts of the county—all eager to spend the day in such manner as should conduce most to their personal culture, professional influence, and classroom value. And they did spend the day in just such manner. Without any preliminary skirmishing or formal declaration, they entered immediately upon a "free for all" discussion of primary history and elementary literature which was so spirited and enthusiastic as to challenge the most wide-awake institute in the State.

As was the morning, so the afternoon. And in the evening, the teachers of the county and many of the citizens of the county-seat filled the church to listen to a lecture delivered by an invited friend. A number of the students of the High School were present at this lecture; and on the Monday following, Miss Yule, City Superintendent and Principal of the High School, asked for a synopsis of the lecture, and this, too, without "forewarning." A half dozen of these synopses were sent to the visitor who was surprised to learn how carefully the lecture had been followed and how intellige tly epitomized, thus exemplifying the excellent and practical work of their teachers and commending the same to others.

The hearty manner in which his teachers responded to this call for a Saturday's work and the earnest co-operation which they have ever accorded him demonstrate in no mistakab'e manner the work being done by Superintendent Friars and the affectionate place he holds in the hearts of his people.

* * *

The Kittitas County Institute,

Superintendent W. A. Thomas convened the session in the Normal School building at Ellensburg, June 22, 23, and 24, with a full attendance of his teachers. He had called State Superintendent Frank J. Browne, President P. A. Getz and Professor J. H. Morgan of the Normal, Professor W. J. Spillman of the Agricultural College, Mrs. Carrie Shaw Rice and A. B. Coffey to assist. Intense interest and healthful enthusiasm marked the meeting from beginning to close, the oldest teachers in the county expressing freely the pleasure and profit just derived from their attendance upon an institute whose value must pass into history by impressing itself upon every school in the county; and all were happy in awarding to Superintendent Thomas a mead of praise which had not the slsghtest tinge of adulation. Mr. Thomas has endeared himself to every community and every teacher in his county by the faithful, impartial, and professional manner in which he has discharged the duties of his office.

Washington State Association.

The State Association of Washington was held in Tacoma June 27, and 30, inclusive. The enrollment was about one hundred. President Hitt was sick, but reached the meeting before noon on Tuesday. The State Council, Principal Hughes of Fairhaven, presiding, held a session on the afternoon of the 27th, at which there was a good attendance. On the evening of the first day, the citizens and teachers of Tacoma gave the Association a most delightful reception which put every one in a good humor with himself and his neighbor.

The work of the Association went thru from the first with an impulse and an energy which could but enlist the hearty co-operation and sympathy of all even tho it be in the spirit of friendly antagonism. There was a little "threshing of old straw" and some deepening of old "ruts" (just enough to prevent abrupt transition into the so-called "new education"); but as a rule, all papers and all discussions were along progressive lines—lines at once in keeping with theory and practice.

The most distinctive feature of the Association was the prominence given to the work of the kindergarten, a half day being given to this subject—a half day in which enthusiasm and intense interest reached a climax.

One period was given to the discussion of the work, mission, and influence of "woman's clubs"—organizations which are increasing in number and title very rapidly in the Northwest.

Evening lectures were delivered by Dr. Smith of the Washington University and ex-Pres. Gault of the University of Idaho.

Much of the interest of the Association was traceable to the f ct that the Pierce County Institute with John L. Tait as Superintendent, had just closed a most successful session of two weeks. Every member of the State Board of Education was present, all vieing with one another and with Supt. Bingham—a host in every sense of the word—in assisting the president, and in seeing that "things moved" and people enjoyed themselves.

To their everlasting credit be it said that the people of Washington and Oregon have not so pinned their faith to much-talked-of men as to relinquish the right of thought and lose their personal identity. C.

HERNANDO CORTES.

[From Manuel Rivera's Los Gobernantes De Mexico, 1872.]

Frontispiece Hittell's Brief History of California.

BOOK I—Discovery and Early Voyages—of Theodore H. Hittell's Brief History of California for use in schools has just been issued by The Stone Educational Company. It contains twelve chapters. The titles are: Chapter I—America and India; Chapter II—Cortes and California; Chapter III—The Seven Cities of Cibola: Chapter IV—Coronado and Alarcon: Chapter V—Cabrillo; Chapter VI—The Philippine Trade; Chapter VII—Drake and New Albion; Chapter VIII—Cavendish, Woodes Rogers and Shelvocke; Chapter IX—The Straits f Anian: Chapter X—Viscaino; Chapter XI—The Pearl Fisheries; Chapter XIf—Admiral Atondo.

It contains an introduction by Richard D. Faulkner, Principal Franklin Grammar School, as also at the close of each chapter, such questions and suggestions for investigatiou or literary treatment as are proper correlations to the thought contained in the chapter.

In writing the Brief History of California, Mr. Hittell will follow the plan of his History of California in four volumes and discuss the history of the State in twelve sub-divisions which he terms books, each of which while complete within itself will be an integral part of the proposed volume. The title of Book II will be Early Missious, Book III, Later Missions and Indians. Each will contain twelve chapters. The first three books are designed for use in the 6th grade.

The maps, portraits and other illustrations are from drawings by the well known artist, Mr. Charles J. Hittell.

Le Roi Des Montagnes by Anmond About. Published by The D. C. Heath Company.

This is a brilliant satire on almost every department of modern Greek life, from the Court to the lowest functionary in the state. The story, the satire, the flashes of wit, the humor, and the captivating style, all tend to keep the mind of the reader on the alert and to make him wish that About had written much more on Greek customs. It is adapted to second and third year students in colleges and schools.

Short Stories from English History. By Albert F. Blaisdell. Published by Ginn & Company, New York, Chicago, San Francisco.

Intended to serve as a supplementary reading book for boys and girls, from ten to fifteen years of ago, this book is a series of historical sketches of notable events in English History down to the present day. The material has been arranged in the form of stories in order to awaken a keen desire for more of the true and connected history of the times with which the stories have to do.

The New Century Speaker. By Henry Allyn Frink. Published by Ginn & Company, New York, Chicago, San Francisco.

A collection of selections which have for years been in use in manuscript form in Amherst College, and many others, patriotic and miscellaneous, many of which are indexed and published under heads of the authors and the whole commending itself to the school either as a reader or as a speaker, this book is well worth a place on the teacher's desk or on the scholars.

The Story Teller's Art. By Charity Dye. Published by Ginn & Company, New York Chicago, San Francisco.

Based upon the assumption that fiction not only fills a needed place in the curriculum of the secondary school, but that it furnishes a means for language discipline and the acquisition of knowledge: that it develops the power to appreciate and to express and gives to the student a fullness of life that cannot be supplied in any other way, the book is given forth hoping that it may lead to a better understanding of the true function of fiction, the art by which it is produced and to a better appreciation.

Stories of Our Authors. By Hattie E. Macomber. Price in boards, 30 cents; in cloth, 40 cents. Educational Pub. Co., Flood Building, San Francisco, Cal.

This book is written for children of the lower grades, in plain, simple sentences. The authors treated of are Howells, Longfellow, Hawthorne, Bryant, Lowell, Alcott. The book is interesting, unique and well illustrated.

The Shorter Poems of John Milton. By A. J. George, M. A. The Macmillan Co., New York. E. F. Goodyear, San Francisco. Price 60 cents.

These poems are arranged in chronological order, with preface, introduction and notes. The introduction is a fine treatise and worthy the reader's closest attention. It is vigorous in good judgment, an interesting. The poems are well selected, and with the full and accurate notes, make this an excellent book to put in the hands of a student or general reader.

The Song of Hiawatha. Longfellow. Educational Publishing Co. Price 10 cents. Twelfth Night. Shakespeare. Price 10 cents. Educational Publishing Co., Flood Building, San Francisco.

The first of the above books are the new ten-cent classic series of the Educational Publishing Co. The type is clear, beautiful, and effective, the notes suggestive and readable, and the vocabulary is excellent. The books are a marvel of cheapness. The second book is in the Popular Educator Library, and is better in many respects than the 60-cent editions.

"Studies in American Literature" by Charles Noble. The Macmillan Co. New York. E. F. Goodyear, San Francisco. Price $1.25.

This is arranged as a text-book for High Schools and Academies. The usefulness of the book, the author says in the preface, rests upon its method. The plan of the book is excellent. The illustrations are interesting, and Part One is devoted to the origin and development. Part Two to the early 19th Century literature. Part Three to the later 19th Century. The work includes every phase of literature. It gives special prominence to the writings of E. R. Sill.

G. S. Conner of the Dixon Grammar School, has resigned from the teaching profession, and will take up dentistry.

Dr. Thaddeus L. Bolton of Washington State University has resigned and gone to Worcester, Mass. Clark University.

J. W. Graham has been re-nominated for School Superintendent by the Republicans of Kings County. H. H. Devoll has been nominated for the same office by the Democrats.

J. A. Wagener has been re-nominated for School Superintendent by the Republicans of Stanislaus County. Mr. Murtha of Oakdale has been nominated for the same office by the Democrats.

Dr. Baird, of Selma, Fresno County, has been nominated by the Republicans for Superintendent of Schools, and George S. Ramsey of the Fresno Business College has been nominated for the same office by the Democrats and Populists.

Mrs. Wood of San Bernardino failed to pass the county examination. Miss Hawkins, a personal friend, went with Mrs. Wood to Santa Barbara, and as she was better posted on technical examinations, entered as Mrs. Wood and passed. Supt. Thurmond, however, was not caught napping. Result, Mrs. Wood is still without a certificate.

The delegation from Oregon to the N. E. A. consists of the following: Prof. E. B. McElroy of the University of Oregon, and director of the National Association for Oregon; City Superintendent Frank Rigler, State Manager of the Association for Oregon; Prof. J. B. Horner of the State Agricultural College, and Mrs. J. B. Horner of Corvallis; Prof. D. W. Jarvis, Principal of the Atkinson School; Prof. E. M. Waddell of the North Central School; Prof. A. R. Draper of the Stephens School; Prof. J. Krohn, teacher of physical culture in the Portland schools. The party will be joined by State Superintendent-elect Ackerman and several other prominent teachers who have gone ahead, and will return in about two weeks, with the exception of Prof. Horner, who expects to make an extended tour of the East for the purpose of visiting Harvard and other leading universities that are now in session, hence will not return till September.

Pres. A. H. Randall rendered a report showing that a satisfactory condition of things prevail at the San Jose Normal. In executive session the Board of Trustees elected teachers for the ensuing year as follows: A. H. Randall, president, $3000; Miss Elizabeth McKinnon, preceptress, $1800; R. S. Holway, physical geography, $2200; L. B. Wilson, physics, $2000; Helen S. Wright, grammar, $1600; Cornelia Walker, history of education and methods, $1600; Lucy M. Washburn, physiology, $1800; Ettie Kinney, zoology, $1200; Laura Bethell, English, $1300; Gertrude Payne, English, $1300; Chloe M Daniels, English, $1300; C. F. C. Bennett, psychology, $1600; Volney Rattan, botany, $1800; Harriet Corey, mathematics, $1200; James E. Addicott, manual training and geometry, $1500; Gerhard Schoof, drawing and clay modeling, $1600; Bella S. Clark, drawing, $900; Agnes E. Howe, history, $1200; F. R. Cauch, chemistry, $1200; J. H. Elwood, musical director, $1500; Ruth Royce, librarian, $1200; Mrs. A. E. Bush, curator of museum, $600; Dr. M. L. H. Arnold mathematics, $1500. Training department—Mrs. C. L. Place, head critic, $1500; critic teachers in grammar grades, Caroline L. Fielder, $1200; Rebecca F. English, $1200; Allie M. Felker, critic teacher in primary grades, $1200; Miss Meredyth Woodward, kindergarten director, $1500; Mrs. Maitland, teacher, $1000; Miss Elizabeth Blasdel, secretary of board and general assistant to president, $750.

Furnished Rooms for Teachers.

Miss Sheen's first class, homelike house, 213½ Post St., is the most convenient and desirable place in the city for teachers and others visiting the city. The room rent is reasonable and the place is thoroly respectable Miss Sheen refers by permission to A. B. Coffey and Mrs. May Cheney.

How's This?

We offer One Hundred Dollars Reward for any case of Catarrh that cannot be cured by Hall's Catarrh Cure.

F. J. CHENEY & CO., Props., Toledo, O.

We, the undersigned, have known F. J. Cheney for the last fifteen years, and believe him perfectly honorable in all business transactions and financially able to carry out any obligations made by their firm.

West & Truax, Wholesale Druggists, Toledo, O. Walding, Kinnan & Marvin, Wholesale Druggists, Toledo, O.

Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system. Price 75c per bottle. Sold by all Druggists. Testimonials sent free.

Hall's Family Pills are the best.

HERBERT BASHFORD.

The above is a portrait of the author of "Northwest Nature Stories," and at present Librarian of the State Library at Olympia, Washington. Mr. Bashford is a poet—a great poet, and has written for many of the best literary publications.

CAUSTIC CRITICISM ON EASTERN NORMAL SCHOOLS

[Extracts from Frederic L. Burk's article in *Atlantic Monthly*.]

Mr. Burk in the first four pages of his article explains in detail the plans and the purposes of the Massachussetts Normal Schools.

He then gives a very interesting account of the method of substitution where the Normal School pupil conducts the recitations. The pupil-teacher getting the practical experience under the supervision of the professor.

"The following oxercise," says Mr. Burke, "while probably an extreme example presents the typical method of this substitution method."

The pupil, a young man, began the recitation by stating his problem somewhat as follows. "I went to Mr. K., he said, to borrow one hundred dollars, promising to pay the debt in two years. I gave a paper stating this fact. This paper is called a promissory note." He then went to the blackboard, and, taking a piece of chalk, asked in tones of great politeness, "Where shall I write the date? Perhaps Miss M. would like to tell me."

"In the upper right-hand corner," replied Miss M.

"Correct!" said the young man approvingly. "Now, Miss R., perhaps you would kindly tell me where I must write the face."

"In the upper left-hand corner," replied Miss R.

"Correct! Now how shall I commence the body of the note? Perhaps, Miss J., you would tell me."

In this manner the recitation continued, with the use of practically the same formulæ, until the note was written. Then the young man took the pointer and said, "We have now finished writing tne note. The class will read it with me."

He pointed out the words one by one, and the class proceeded to read with him. But the class read faster than he pointed. In some distress, the class teacher sprang forward, took the pointer, and showed how to "phrase" while the class read, so that the stick should always fall upon the words as they were pronounced. The teacher also corrected the tone and form used in directing the pupils to read: he said it was too mandatory.

"Say it something like this!" he exclaimed: " 'Now that we have the note written, perhaps the class might like to read it before we rub it out.' "

The pupil again took the pointer, and obediently repeated, "Now that we have the note written, perhaps the class might like to read it before we rub it out." His pointing also showed some improvement.

The second stage of the proceedings was to write a similar note, using colored chalks.

"Miss F., would you not like to write the date for us in red chalk ?" asked the young man, encouragingly holding out a piece of tempting red chalk.

Miss F. rose, walked across the room, and gravely wrote in flaming color the place and date; she then, as gravely, returned to her seat. On similar invitations, other young women wrote the face, the time, and the name, in chalk of different colors, until the note was written in the hues of Joseph's coat.

Both notes having been written and read aloud, the young man politely asked, "Who will now kindly point out for us the date in the second note?"

A volunteer took the pointer, and with utmost gravity pointed out the date-line.

"Correct !" said the young man. "Now perhaps some one would like to point out the date in the first note."

The process was repeated, and with such accuracy that the young man was moved again to exclaim approvingly, "Correct !"

"What is the face of the note ?"

The definition being given, the face in each note was pointed out by separate pupils. In a similar manner, under this polite and encouraging direction, the play gravely continued.

This exercise was witnessed in a school whose pupils have opportunities for practice-teaching. Why it is allowed to occupy the time of such a school, and of young men and women who are not feeble-minded, is a mystery to which no intelligent answer can be given. Do these substitutes for experience fill the place of actual teaching so perfectly that the normal schools are justified in giving time to them, to the limitation of actual practice with real children and real problems?

Education Too Easy.

A normal school principal with whom I was discussing the situation said frankly: "The better class of minds, those from the homes of culture, are going to the colleges. We normal school people are taking second pickings." Another normal school teacher ruefully admitted the situation somewhat as follows: "Education is too easy in these modern days. When I was a boy, it required some exceptional effort to go beyond the district school. Only those of exceptional purpose and ambition went beyond. The others dropped off into domestic service, into shops, or into other places where they would be directed what to do and how to do it. But now children go to school as the easiest thing to do. The better class, when they complete the high school course, as a rule go to college; of the others, some find work as clerks, as shop-girls, and the like. But these positions are already overcrowded. Two years more in a normal school make a teacher and the assurance of a livelihood. Some come to us,—teaching does not soil the hands, and is more ladylike."

The Ideal Function of a State Normal School.

We touch here a condition of the most dangerous significance. The ideal function of the normal school must be to attract to the field of education the better class of minds: for the problems of education, in importance and difficulty, are among the most subtile of all problems. When the normal school fails in this service and sinks to the level of putting young women of the lower mental capacity into places where they can easily earn a living at the public expense, and thereby burdening the cause of education with an inert mass of dependents, then the institution becomes a positive evil. The sole purpose of the public schools is to educate. To confuse the educational functions of the normal school with those of eleemosynary institutions marks a point where a friend steps out, and an enemy steps in.

Facts in the history, environment, and internal structure of the normal schools explain their weakness. Fifty years ago Horace Mann was leading the campaign against the narrow theory of education then in practice,—the theory that a collection of school facts was the teacher's essential stock in trade, the text-book, the authority *ex cathedra*, the memory the only means of learning, and the rod the only motive for it. The campaign he waged was for professional training as a means of modifying the existing crudities of practice. The campaign was won, and normal schools were established. Yet, while education has gone forward upon new waters in these fifty years, the normal school, strangely enough, is still upon the same old raft, paddled by substitutes for knowledge and experience, "contentedly round and round, still fancying it is forward and forward." Fifty years ago normal school graduates were competing with untrained teachers. The competition still goes on, and untrained teachers are still able to hold their own in the contest. Why ?

The System of Patronage.

I met at one of the normal schools a visitor paying an official visit. He was a kind old gentleman, whose vocation, while not that of teaching, was one of eminent respectability. I asked him how he, not being a school man, was able to select competent teachers. His reply was charming in its naiveté. He said that when he was a student at college he had taught school during some of his vacations. He had, therefore, personal experience. "And besides," he added, with a gentle touch of conceit, "I know pretty well a good teacher as soon as I set my eyes upon one." While there are elements of strength in the State Board, nevertheless the finger marks of patronage methods show on the wall. It has been demonstrated to the satisfaction of every one concerned in education, time and time again, that educational interests cannot live in an atmosphere tainted by the patronage system of professional politicians. The internal conditions of the normal schools which have been described find abundant explanation in this outworn, diseased, and hopelessly inadequate system of management.

But the trouble is not wholly internal. I was the third party in a conversation between a normal school principal and a visiting school executive from another state. The latter was giving the principal some unsolicited advice upon how to conduct his normal school. When the adviser had finished, the principal replied in substance:

"I agree to a great deal of what you say, but if I should follow your advice this normal school would soon be without pupils. If I should carry out your views, a particular superintendent, who usually takes eight or ten of our graduates, would look through our school and tell me that he was obliged to do his shopping at another store. He wants a teacher who can do things just so-and-so. It would be the same with other superintendents, and pupils would soon find out that this was a poor place from which to seek positions."

A Lesson in School Devices.

I sat one afternoon in a normal school listening to a lesson in devices Each pupil in the class had a little box, and whenever, in the course of visiting schools, she saw a pretty method, or her own inventive genious suggested one, she made a note of it and dropped it into her box. Once a week these boxes were opened in the presence of the critic teacher, and the contents displayed. I was present on one of these occasions. One of the pupils drew out of her box some cardboard elephants, horses, bears, and the like. She explained that the child would draw around these, and make a much more accurate drawing than he could by free-hand. Another drew a circle with several diagonals on the blackboard: at the centre she wrote "at," and at the extremities of the diagonals she wrote the letters m, c, r, s. By the use of one of the consonants and the "at" in the centre, words could be constructed by the pupil, thus: m-at, c-at, r-at, s-at. It would help to teach spelling, she said. Another had a device for teaching addition of numbers. She drew two small oblongs on the blackboard, wrote "and" between them, and after the second oblong she made the sign of equality and another oblong. In the first oblong she put "3," in the second "7" and explained that the pupil could be required to put the sum in the last oblong. In this manner the class proceeded; and when the recitation was done I inquired of the teacher her views as to the utility of the work. She gave me a patient look, and wearily replied:

"Do you suppose that I approve of this class of work ? I do not. I thought I had done with all such work when I came to this school; for the principal, you know, does not believe in the extremity to which the study of methods goes. But now it seems that we are drilling more than ever upon devices—so many of our pupils go into schools where devices are required more than anything else."

What a Visitor Should do When Visiting a School.

At the meeting of the New England school superintendents held in Boston last May, the following topics were discussed: What constitutes a visit, inspecting, teaching, criticism of teachers, and supervision thru teachers ? One superinteudent said that visiting included inspection not only of the instruction, but of everything pertaining to the school work—even the janitors. Another ventured the trite declaration that at the first glance into a teacher's room she could discover

the general character of instruction given. This assertion was disputed, and the disputant declared it to be the superintendent's duty to go into the room and sit awhile. A discussion arose here as to where the visitor should sit,—whether in front of the class, or off in a corner where the teacher could be watched at a distance. The problem of how to correct a teacher caught in the act of using an incorrect method consumed a good deal of time. One speaker insisted that the correction and criticism should take place on the spot, while the iron was hot, or the offense might be forgotten. An opponent favored postponing the correction until after school, and another thought it better to direct the teacher to come to the office. A good old gentleman explained at considerable length that when he wanted to see how pupils were getting on he sent for the class to come to his office without their teacher. Other details of superintendent's duties upon a similar level of importance were broached, and aroused active discussion. As the clock was striking twelve, Superintendent Dutton, of Brookline, arose, and turning upon his brother superintendents said: "Gentlemen, really, what have we been talking about this entire session? Have we not simply been threshing out the old straw of twenty-five years ago?

Threshing of Old Straw.

"Do let us get out of this fearful rut. Many schools to-day are where our fathers left them. Our practice is too far behind our theory. We know that hundreds of children in every city have physical defects and need special treatment. We have plenty of data at hand to prove this, and yet not a word has been spoken this morning to indicate that we are conscious of the trouble. Why should we spend an entire morning discussing matters which our fathers settled long ago, while so many vital questions, yet untouched, are pressing for solution? We have had our annual, warmed-over discussions on inspecting and testing. Inspecting and testing what? The intellectual, of course, for no word has been uttered touching the importance of the physical."

When Superintendent Dutton sat down there was no applause, and an adjournment was taken in silence.

How English is Taught in the Chico Normal School.

No other study in our school curriculum will keep the spark of creative power alive as the study of English. Pupils may have good and beautiful thoughts of others set before them, but that does not prove that their thoughts are necessarily good and fair. The best results cannot be obtained from studying others, but they can be obtained by trying to produce good results from others.

The aim in the study of English should be the power to create rather than the power to appreciate. The mind is not active when it is intellectually satisfied with some strong or beautiful thought, but it is active when it is trying to create some thought equally strong or beautiful; and activity, stimulus and creative powers are essentials in all English work. That English is and has often been set aside for subjects of less importance in our school rooms is a deplorable fact, and no department has passed through more experimental stages than the English Department; but the fact that the English work is the work par excellence that will build up the mental and spiritual barrenness of our school children and fill them with a potential energy so that the dullest girl or the brightest boy can do if they will, has caused our English to come back to us with a greater force and power than ever recognized before. "There is no salvation for the public taste except thru the literary work of the school."

The pupils in the fourth, the fifth, the sixth, or whatever period the class are given English are frightened at the name literature. It brings up before the mind's mirror grammatical blunders, punctuation with its everlasting misplacements, and hazy thoughts that must be dug up and cleared. They do not at first realize that by studying English their lives will be enriched, their appreciation for beauty and truth developed, and their powers to use the mother tongue artistically increased.

The rooms set aside for the English work of the State Normal at Chico are large, well lighted and cool, and seem to be pervaded with a literary atmosphere. No other work is carried on in this department, the rooms are kept sacred to the object of English. The best books are found on the teachers' desks. Such books that will not only be of practical value to the student but will give him an idea of a good book that is worthy of publication.

Supposing the lesson assigned is the thought of some short poem, as the "Psalm of Life" The teacher asks some one to give the thought of perhaps the first two stanzas. Probably mistakes will be made, or the student will not see clearly the connection between the parts of the stanzas or between the stanzas themselves, so criticisms or changes are called for, thus eliciting different ideas (very much of the work should be voluntary). The teacher corrects mistakes giving reasons therefor. Probably in this oral work a plural subject may unconsciously be put with a singular verb, or the student may commit some elementary blunder—the expression is corrected immediately. If the student however, has the idea of the sentence form fairly developed the right proportions will come naturally to him later.

Questions will have to be asked as to the force of certain words in making the thought clear, and if the thought is not clear it cannot be expressed with true simplicity and conveyed to the minds of the students. Another student is called on and the same method pursued until the poem has been completed and each understands all that it expresses and implies. Examples are often given to illustrate some of the points of the poem.

Lastly the main thoughts of the poem are traced in outline form so as to get the exact connection. Much oral work is done in this first part of the lesson. It is meant that each student shall have his or her say. A student cannot express himself in written language until he has learned to speak naturally, correctly, and strongly. This will consume the whole hour, perhaps more. If the poem is long the analysis of the thought may extend over several weeks, but no definite time can be specified, as often the student's grammar must be brushed up. The rudiments must not be neglected.

The poem is then scanned, the figures of speech are studied and analyzed, and then the students are required to write the poem, using their own language in as simple and direct manner as possible. In this work one aim is ever kept before the student —to put upon the paper the thought of the author as it appears to the mind of the student. The purpose of this is to get the student's mind to working as freely when he writes as when he expresses himself orally. This is a very difficult stage in the study of English as the student will in all probability be frightened at his own efforts. So soon as he writes naturally and clearly, or nearly so, the oral composition work of the exercise is partially discontinued. But until the student is natural with his pen he has not an English education. The strongest, the most beautiful, the clearest passages of all poems studied in the English department are memorized. We notice how often in our schools, students memorize so poorly from text-books, because they have attempted to learn without clear concepts gained by careful thought-getting. The memory must be cultivated. It is one of the richest inheritances given to us. We employ it daily and hourly, and as the student begins to memorize, the thought of the author comes to him more forcibly, the haze that has been in the background of a particularly strong passage begins to clear away, and an impression of its strength and beauty is left upon his mind that will unconsciously enrich and cultivate his taste for good reading. One of the best possible aids in English work is to read and study the models of our best writers. For the ambitious and persevering the way is clear and the helps are many.

MAY KIMBALL, Chico, Cal.

Music.

The way from the marshes of discord is long,
As it winds slowly up thru the lowlands of speech;
But a pillar-led people must finally reach,
And encamp round, their Sinai of *Song*.

—*Laura B. Everett.*

Some People Say.

Some people do not like me;
They tell it out aloud,
They whisper 't in the closet,
And shout it in the crowd;
But, of the many troubles
Which bother me to-day,
No other hurts so little
As what "some people say.'

I think I know my business
As well as they do theirs;
So, while I do my duty
What matters it who cares,
For, I know by observation
That it will never pay
To 'xchange my good intentions
For what "some people say."

—*Alex. B Coffey.*

A Lesson in Physical Geography.

HAROLD W. FAIRBANKS, Ph. D., Berkeley, Cal.

Perhaps no more striking differences exist between the old and the new methods of teaching than is illustrated in the subject of physical geography. According to the older method the subject was purely descriptive, the divisions of land and water and the forms of relief were looked upon as fixed objects of nature, and as such were described, classified, and named. An island was a small body of land surrounded by water; a mountain was merely a high elevation of land; what relation the island bore to the mainland, why the mountain was steep and rugged instead of sloping and rounded was not an object of concern. The definitions were committed to memory, and as mere abstract statements represented nothing which ever appealed objectively to the scholar's mind.

A great change has taken place in the methods of studying geography. In many sections of the country the change has probably proceeded farther in the lower grades thru the introduction of modeling, than in the grammar and high school grades. In the latter grades the study of physical geography is still largely that of textbook methods. Modeling is certainly important in the lower grades, but in the grammar and high school the scholar not only needs to know what a lake is but why it is, how it came to exist; why at one spot the river flows thru a broad valley and at another a deep narrow gorge. He learns that the coast of California is fairly regular with few deep bays, but that farther north, along the coasts of British Columbia and Alaska the bays, islands, and inland channels become very numerous; but to fix this knowledge and to have it rationally understood, he wants to know why these things are as they are. Intelligent reasons can be given by the teacher who knows something of geology and of the newer branch, physiography. The latter is being introduced into the physical geography courses in the secondary schools as an introduction to or substitute for geology. The presence or absence of certain coast features at any particular point is determined by geologic conditions, and a comprehension of the processes which determine the conditions, such as mountain making, erosion and sedimentation, is entirely within the possibilities of the child's mind. Geology, dealing with events in the remote past, is not so easily comprehended by the young mind as those processes which are going on under his own eyes, and these properly interpreted make of physical geography an intensely interesting study. Mountains, valleys, bays, lakes and islands are no longer merely fixed objects without history or change. They have almost the characteristics of living forms, they arise, mature, and finally pass away. The shape of every hill has some definite meaning; a sea cliff into which the waves are actively eating, has a different significance from one protected by a lagoon and a sand beach. The study of land forms and their relation to the drainage and the sea enables us then to see a meaning in the otherwise lifeless features. We are brought to realize that in the action of the most insignificant rivulet an exemplification of the cosmic forces which tho often silent and unobserved will eventually, if left unhindered, break down the mightiest of mountains and bury them beneath the sea.

Sketch Map to illustrate change in California geography, with an elevation or depression, of 1000 feet and relation of land surface to the edge of the continental plateau

Physical geography is thus intimately related to geology, and the ability to teach it according to modern methods presupposes an elementary knowledge of the latter subject. By this I do not mean merely a textbook knowledge, but one based upon the ability to intelligently interpret the face of nature. This is unfortunately difficult to acquire without personal association with students of physiography, but it is hoped that a larger interest may be aroused in the subject, and means given for gratifying it. The Pacific Coast is especially rich in illustrative material for the teaching of physical geography. Its exceedingly varied forms of mountain, valley and sea coast only await interpretation.

Let us take a brief survey of the relief features of the Coast Range and the ocean basin adjoining and see what the science of physiography can add to our understanding of them. Coming up the Coast from Lower California we pass successively mountain ranges and valleys, the former extending into the ocean as rocky points, the latter with flat, alluvial bottoms lying opposite indentations in the coast. Few land-locked bays of any size appear except San Francisco, until the shores of British Columbia and Alaska are reached, where numerous islands and channels apparently represent a submerged region. Below the ocean level, particularly noticeable off the coast of California, is a submarine plateau from ten miles wide on the north to one hundred fifty on the south. From the surface of this plateau almost buried mountains rise to form islands along the southern coast, while from its western edge there is a rapid descent to the abyssal depths of the Pacific Ocean. Geology tells us that this plateau is a part of the continental block, but that as a result of some crustal movement it sank and was overflowed by the sea.

What is the cause of such a marked difference between the comparatively regular coast of California and the island-dotted one of Alaska? The eye trained in the interpretation of relief features sees at once that the sea has not always been at its present

level. Calling to mind the phenomena of sea cliffs where the ocean is encroaching, the rounded beach-strewn pebbles and comparatively even surface left beneath the waves as they plane off the irregularities of the land and deposit the ground-up material in the form of sand, clay, etc., we turn to the mountains along the coast and note at various points long even terraces strewn with pebbles and extensive plateau-like slopes rising in some places over 1500 feet above the present ocean. A horizontal plane passed thru the Coast Range at the height of one of these terraces, as, e. g., 1000 feet, gives us some conception of the great change in the geography which this would bring about. A large gulf forming almost an inland sea would spread over the Sacramento and San Joaquin Valleys. The Santa Cruz, Buchon, and numerous lesser mountains would become islands. The Gavilan, Santa Cruz, Santa Ynez and other ranges would be almost surrounded by water, forming long, narrow promontories. The most of the islands off the southern coast would disappear and the sea flowing over the fertile plains of Los Angeles would reach into the Colorado desert, making a great island of the San Jacinto and Peninsula Ranges of Southern California. In Oregon the Willamette Valley would be flooded, and in Washington islands formed of the Olympic Range and lesser mountains. We know that this condition of things actually has existed. If the Pacific Coast had been peopled at this time, comparatively little agriculture could have been carried on. Mining would have been pre-eminently the leading occupation. Let us now picture to ourselves the Alaskan coast elevated in a similar manner, and this requires no great stretch of the imagination, for we know that it is rising, what would be the result? We should find deep, narrow valleys occupying the present position of the fiords and channels, and the coast line removed outside that of the present outer islands.

There is also evidence of a greater elevation than the present in comparatively recent times. Soundings have shown that ancient valleys probably of stream origin extend across the submarine plateau opposite the mouths of some of the larger land valleys of the present time. This was perhaps during the period of glaciation when the mammoth and other extinct animals had access by land to the region of the present Santa Barbara islands. An elevation of a thousand feet would leave dry our present bays and transfer the coast in places far westward. The Farallone Islands would form a part of the continent, and Monterey Bay would disappear save for a long, narrow, arm of the sea reaching in to the mouth of the Salinas River. The Santa Barbara Islands would be united to form a new coast range with a large bay between it and the Santa Ynez mountains, but Santa Catalina and adjoining islands farther south, would still remain islands, for the ocean plateau is very deep about them. In the light of physiography then the features of the present relief have a new meaning; their history is written on them and we get a glimpse of the past, suggestions of the future, and are deeply impressed with the continued change taking place upon the earth's surface.

San Francisco Bay and its surroundings offers a very interesting lesson in physiography. This region was once a broad, fertile valley stretching from San Jose north to Santa Rosa and Napa. With a gradual subsidence the sea invaded it and a sheet of shallow water took its place, out of which the hills which formerly existed rise as islands, showing by their form that they have been islands but a little time.

The coast of California has not only been elevated and depressed, but it has also been warped and the rivers have often left their old channels to form new ones. A great river probably once flowed south thru the Santa Clara Valley to Monterey Bay, but it has been diverted to the Golden Gate. Russian River was a tributary of this ancient stream, but during some changes of level it turned westward and now cuts thru the mountains west of Sonoma Valley. The topography of a region where such a change has taken place is often plainly indicative of it. Streams flowing thru broad, open valleys have occupied their present position for a long time. Those cutting across the old plateau formed by the last submergence of the coast occupy deep narrow gorges which erosion has not yet had time to widen to valleys.

Altho rocks differ in their rapidity of erosion, yet it may be said that in general the streams entering the ocean over a rocky channel and flowing rapidly thru narrow valleys, show that the coast has recently been elevated. On the contrary, where the streams meander thru broad alluvial bottoms with low rolling hills bordering them and frequently having lagoons at their mouths into which the tides flow, show that the region has lately been submerged. Let any one apply this criterion to the valleys of California and the results will be found to be interesting.

In the course of time the forces of erosion continually tearing down the bordering mountains, filled up the old valleys with the debris, and it has happened fortunately for us, that the combination of movement and sedimentation has resulted in the formation of great alluvial plains but little elevated above the level of the ocean and constituting the garden spots of the State. If new mountain-making movements were not continually being originated, new blocks of the earth's crust raised as the old ones disappeared, the world would at last be reduced to a momentous plain. Compare the rugged mountains of the Monterey coast with comparatively recent ocean sediments lying almost on their summits, with the ancient mountain ranges in the Mojave Desert which are almost buried in their own waste.

In the vicinity of almost every school there is ample material to illustrate this subject. What is required at the present time is that the teacher have a live knowledge of the elementary principles of geology and physiography. The scholar will then be able to grasp in a thoro and rational manner the development of the earth and its inhabitants.

The few illustrations which I have space to present will convey some little idea of the scope of physiography and of the interest and value to be derived from the intelligent study of relief.

Graduating Exercises at the State Normal School, San Jose.

The Normal School at San Jose graduated its fifty-fourth class on Thursday, June 24th. The class numbered sixty-three, all young ladies, and is the first class that has completed the full four years' course. The exercises were very simple, consisting of scripture reading and prayer by Rev. Dr. Kummer, music by the school, an address full of practical good sense by State Superintendent Black, an excellent address to the class by President Randall, and conferring the diplomas.

It goes without saying that the "Sweet girl graduates," in their white organdie dresses, looked charming, but this fails to show the impressiveness of a ceremony that sends out sixty-three earnest, specially trained young ladies to join the teaching force of the State. Their thoughtful demeanor showed that they realized the significance of the occasion. It is said that the class has been an exceptionally strong one, in part, doubtless, the result of the work of the additional year.

It is somewhat singular to note the continued public interest in these exercises. Since the Normal School has been in San Jose it has publicly graduated forty classes, and every time, from year to year, the building is crowded. There is no assembly room in the city that can accommodate those desiring to attend.

More than an hour before the time of opening the assembly hall was packed, and "standing room only" was at a premium. The hall was beautifully decorated, this work having been done, as is the custom here, by the lower classes. They take great pleasure in giving this expression of their good will to the class going out. The floral offerings were elegant and costly, and suggested the thought that a wiser and a better judgment would have put the money thus used into something for these young ladies who are going forth to a life of work—something more durable and more useful than expensive bouquets and flower pieces. A few simple flowers for the corsage or the hand would, of course, have been a graceful and acceptable offering, but for the rest, good books, good pictures—something lasting would have been far wiser and better. A conservative estimate put the cost of the floral offerings at more than three hundred dollars—enough to have put five dollars' worth of good literature into each graduate's library. Let us hope that people will learn wisdom.

The serious purposes of life are, first, self-support; or, when that is unnecessary, some worthy form of service; second, intelligent, active participation in human affairs; the desire to be one who, while performing his private duties and enjoying whatever leisure he may earn or deserve, is to work with his fellow men for the continuous improvement and happiness of his race, his nation, and his own immediate community.—*Paul H. Hanus in "The School Review."*

SCHOOL DEPARTMENT.

EDITED BY CHAS. H. ALLEN.

Talks About Water No. III.

The simple experiments given at the close of No. II were to enable you to discover two important facts concerning water.

You found that water exposed to the air, and especially to currents of air, soon disappears. The air takes it up and carries it away.

Evaporation.

In these cases we say the water evaporates, that is, becomes vapor. In connection with this you discovered that heat disappears in this process, for your hand felt cool while the water was evaporating. The thermometer showed this clearly.

Now these two facts are so important that I will give you some further illustrations of them. You will notice that we are constantly using these facts, generally without understanding them.

Sprinkle the School-room Floor With Water.

On a very warm day when your schoolroom becomes too warm for comfort, your teacher often sprinkles the floor with water. As this evaporates it reduces the temperature of the room several degrees. No matter how warm the water is, the result is the same. When President Garfield after his assasination, was suffering from the summer heat of Washington, the physician cooled the rooms by suspending moistened curains about them. The rapid evaporation of the water cooled the rooms.

The Use of a Wet Cloth.

If one is feverish a wet cloth is often laid on the brow. The heat of the fever causes the water to evaporate rapidly, and the head is cooled.

When one sits with wet feet the evaporation caused by the warmth of the feet, and the air, makes the feet very cold and he is liable to take cold.

There are some things that evaporate much more rapidly than water. Alcohol, Ether and Chloroform all pass off rapidly. Camphor, which is usually prepared by dissolving Camphor gum in Alcohol, is often used to bathe the forehead when one has headache.

Chloroform and Ether, which evaporate much more rapidly, are often used for the same purpose with good effect. They should, however, be used carefully, that too much of their vapor is not inhaled.

A Summer Shower.

After a summer shower the air is cool and refreshing, having been cooled off, by evaporation, from not only the rain as it fell, but from the moist surface of the earth afterward. You know how pleasant it is to sit under the shadow of a leafy tree when the weather is very warm, but do you know that the acceptable coolness comes quite largely from the evaporation of moisture from the leaves of the trees?

You remember that the temperature of the body in health is 98 degrees whether it be taken on a very warm summer day, or a bleak day in winter. Evaporation has much to do in maintainig this equable temperature. Let us see how.

First we must understand that the air, very much like children, drinks more when it is warm than when it is cold. So if the air is warmed evaporation goes on more rapidly.

Breath on Your Hand.

If you will breathe on your hand you will notice that the breath is warm, having been warmed in the body. It therefore takes up in the lungs, in the throat, in the mouth considerable moisture. Breathe on a cool glass, notably a looking glass, and you will see this moisture as it is deposited.

But in thus being converted into vapor, heat has been taken up, and the lungs and air passages have been cooled. Besides this, you know there are millions of little pores in the surface of the body, all of them giving off moisture to be taken up in the air. And thus the body is kept cool.

On a very warm day, or when we exercise vigorously, this perspiration becomes abundant, and more evaporation, and of course more cooling takes place. When the perspiration drips, or is wiped off, it is lost to this purpose.

No Sunstrokes in California.

In California the air in summer is usually quite dry, and the perspiration readily evaporates producing its cooling effect. Perhaps that is one reason why we seldom have sunstrokes here. In the hot summer weather these are quite prevalent and often fatal on the other side of the continent.

From the above you will see that evaporation cuts an important figure in adapting our surroundings to our comfort; your teacher will be able to give you, and you yourselves will be able to think of, many more illustrations of this.

Steam.

So far I have told you only about the evaporation of water at low temperature. The rapid changing of water into steam must be presented as a separate topic. Steam is water vaporized at a high temperature—about 212 degrees.

You will remember that steam is vapor, invisible except when partially cooled, and then it is the small particles of water that we see and usually call steam. The real steam is yet invisible.

Heat Expands.

When a vessel of water is placed over a fire the lower portion of the water expands—for it is a general law that heat expands all bodies—and becoming lighter, or rarer than the water above, is crowded up as the denser water settles to the bottom.

This change of the water from top to bottom and from bottom to top continues until all the water in the vessel is brought to 212 degrees, or the boiling point. Put some small particles of colored matter into the vessel and you can easily see the interchange.

In this process you will notice, first, the small bubbles, of which I have before told you, and afterward, if the room is cold, a little vapor escaping—all this before the boiling begins.

When the water has reached the temperature of 212 degrees steam begins to form rapidly and as it escapes produces what is called ebullition, or boiling.

Now the heat may be continued ever so long and the water becomes no hotter, the thermometer showing its temperature to be 212 degrees. All the additional heat that passes thru the bottom of the vessel into the water is carried off by the steam.

Cannot Raise the Temperature.

Pure water, then, in an open vessel cannot be heated above 212 degrees. Building more fire will make steam faster but will not raise the temperature of the water. The potatoes will cook just as quick if the water simply boils as they will if you make a "roasing" fire.

It takes less fire to keep the water boiling if the vessel is covered, because the steam cannot carry away the heat so fast. If the cover is entirely tight, so no steam can escape, unless the vessel is very strong, the cover will blow off, or the vessel will burst.

Steam Boilers.

Steam boilers are made very strong and in them water is heated above 212 degrees. You know that even these burst sometimes. The steam tries very hard to escape.

Now if you will think a little you will see that steam carries away a very large amount of heat. This is but another way of saying that it takes a great amount of heat to change water into steam.

Burn a bucket full of coal or an armful of wood under a tea kettle and nearly all the heat the coal or the wood produces is carried off in the steam. Of course a little of the heat escapes into the air.

Water we say is dense, because its particles are close together. Steam because its particles are far apart, is called rare. Steam then, occupies more space that the water from which it was made occupied.

This is a pretty good way for you to think out the matter. Imagine that the heat creeps in between the particles of water and forces them apart, keeping them well apart so long as it stays there. When the heat is gone then the particles come together again and the steams becomes water.

In the next talk I shall tell you something more about steam and its uses, and possibly about ice, the other form which water takes.

Three Notable Events—Two of Which Will Go Into History.

We are now making history very rapidly. It is well for the children of to-day to become familiar with these events as they occur. Three of these, to be remembered, are given below.

An Unparalleled Naval Victory.

On the first of May, Commodore, now Admiral Dewey, reached Manila Bay, in the Philippine Islands. With his fleet, consisting of four armed and protected cruisers, two gunboats, one revenue cutter, one collier and one supply vessel, he steamed into the bay and gave battle to the Spanish fleet lying there.

This fleet consisted of two cruisers, nine gunboats, three tranport boats, and one other small vessel, all lying under the batteries in and around Manila. The American fleet engaged the batteries and the fleet, and after a bombardment of a few hours, destroyed the entire Spanish fleet and silenced most of the batteries.

The remarkable and unparalleled feature of the battle is, that fiercely and bravely as the Spanish vessels and batteries fought, not an American ship was seriously injured, and not a soldier was killed, only seven being slightly wounded during the entire engagement. The loss of life upon the Spanish side must have been very great.

The lesson of this great victory is that it is *"the men behind the guns"* that win battles.

The Voyage of the Battleship Oregon.

The battleship Oregon, the second largest of our battleships, left California on the 19th of March for a voyage of more than 13,000 miles.

Much doubt had been expressed as to the sea-worthiness of great battleships, and there was a general opinion that they were not available for long voyages.

But the Oregon made the long journey with no mishap, reaching Honda on the 24th of May. She is the first battleship that ever crossed the Equatorial line.

Some fears were entertained that the Spanish cruisers might try to intercept her during the last part of her journey, but they either failed to find her, or had respect for her prowess.

This voyage has established the usefulness of well-constructed battleships for a wider range of service than has been expected.

A Deed of Heroism that Challenged the Admiration of the World.

In the early part of June, it having been fully determined that the Spanish war fleet under Admiral Cervera, had entered the harbor of Santiago de Cuba, Admiral Sampson decided that to "bottle him up" more securely there, it was desirable to sink a large vessel in the entrance of the harbor. The coal ship Merrimac was selected for that purpose.

To run even an armored vessel straight into the face of the many forts surrounding the entrance of the harbor would have been a sufficiently dangerous undertaking, but to run an unprotected collier into this network of torpedoes, protected by so many batteries, seemed indeed "a forlorn hope."

Commandants hesitate to detail men for so dangerous a service, and generally call for volunteers. This was done in the present case, and from more than four thousand who volunteered, Lieutenant Richmond P. Hobson, Naval Constructor, and seven other men were selected for the dangerous and difficult task. It is understood that Lieut. Hobson, to whom was entrusted the carrying out of this daring scheme was the originator as well as the executive of the plan.

On the morning of June 4th, long before daybreak, Lieut. Hobson and his brave comrades, in the ill-fated vessel, steamed straight toward the point of danger. Well they knew that the ship would be riddled with shot and shell, perhaps even sunk, before the desired point could be reached, yet unhesitatingly on they moved.

As soon as they were discovered by the Spaniards, battery after battery began to belch forth tongues of flame, each doing its best to sink the vessel with its occupants. At last, in spite of all opposition the point was reached, one anchor dropped and the vessel swung around into the desired position. Then a line of torpedoes arranged in the bottom of the ship was exploded and she gradually sank to the bottom.

But what of the heroic eight on board? Seeing no chance for escape, they entered a small boat with which they were provided, and rowed to the Spanish forts and surrendered themselves prisoners of war.

To the credit of all Spain be it said that so great was their admiration of this heroic act that they refrained from firing at the boat, but allowed it to land in safety; and Admiral Cervera sent, under a flag of truce, a message to Admiral Sampson that the brave men were safe, two only being slightly wounded, and that they would be well treated.

This seeming appreciation of the bravery of Lieutenant Hobson and his comrades finds a singular contradiction in the fact that they are all confined in Morro Castle, exposed to the fire of the American war ships if they bombard the fort and castle. It is doubtful if a really honorable and chivalrous nature would resort to so questionable a means of self-preservation.

Business Hints.

Get good sense and you will not want good luck.

Always keep your credit a little better than your clothes.

Place your work high, always work with a will and never be satisfied with mediocrity.

Every profession and business enterprise has a premium list open for the competitive acceptance of young men.

We have too many young men who, like Josh Billings, are determined to live within their incomes even if they have to borrow money to do it.

Narrow-mindedness in business and in living is a very short-sighted policy. The penny soul, it is said, never came to two-pence.

Success Ideals.

To believe in the heroic makes heroes.—*Disraeli.*

"The youth who does not look up, will look down; and the spirit that does not soar, is destined, perhaps, to grovel."

Unless above himself he can
Erect himself, how poor a thing is man.—*Daniel.*

Our only greatness is that we aspire.—*Jean Ingelow.*

And oh, for a man to arise in me,
That the man I am may cease to be!—*Tennyson.*

Thou must be that thou oughtest to be, or else thou shalt be nothing.—*Lamartine.*

"That there should one man die ignorant who had a capacity for knowledge, this I call a tragedy, were it to happen twenty times in the minute, as by some computations it does."

"Let your aim be high. Let some great object fire your whole being. Our country holds out a thousand situations which you might fill honorably. Seek to be such that the present generation and all posterity will hold you in the sweetest remembrance."

"Do not serve money, but use money as a lever to help you serve something greater than yourself."

Cheer Your Fellow Man.

If you should see a fellow-man with trouble's flag unfurled,
An' lookin' like he didn't have a friend in all the world,
Go up an' slap him on the back, an' holler, "How d'you do?"
An' grasp his hand so warm he'll know he has a friend in you;
Then ax him what's ahurtin' him, an' laugh his cares away,
An' tell him that the darkest night is just before the day.
Don't talk graveyard palaver, but say it right out loud;
That God will sprinkle sunshine in the trail of every cloud.

—*James Whitcomb Riley.*

No Short Cut.

You have possibly heard of the reply of the president of Oberlin College, when a young man asked if he could not take a shorter course. "O, yes," said the president, "but that depends on what you intend to make of yourself. When God wants to make an oak, he takes a hundred years; but when he only wants a squash, he takes six months."

A school depends upon the personality of the teacher; not upon appliances. The smooth side of a slab for a seat in a log schoolhouse, if a *teacher* guides the school, is far preferable to polished cherry in a palatial building if a *hireling* occupies the desk. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations. There must be knowledge, enthusiasm, energy, devotion.—*Penn. School Journal.*

RURAL SCHOOLS.

BY T. L. HEATON—University of California, Berkeley.

The report of the committee of twelve on rural schools should be in the hands of every teacher in the State. It is a document full of valuable suggestion. Our own State Superintendent was one of the committee who prepared the report.

The country school has received less attention from our educators than any other in the State system, yet it is of all perhaps the most important. It is here that teachers need special help, with their meagre supplies and apparatus and over-crowded programs. Our universities, normal schools and county institutes deal with methods specially applicable to city graded schools, with recitation periods varying from twenty to forty minutes. Rarely do we hear suggestions for the school of one teacher with from thirty to forty recitations daily and with from six to ten minutes for each class. The writer has often heard from teachers of country schools, the remark, "We have more methods than time, we could apply all these fine things if we had twenty or thirty minutes to a class, but what can we do in seven minutes more than hear text book recitations?"

The interest of the country school should be the object of special solicitude to the institute conductor; city teachers with but one or at most two grades, with the aid of superintendent and principal with public library at hand, frequent teachers meetings for instruction and consultation, can take care of themselves. Teachers of the rural schools on the other hand hail the institute as the one opportunity of the year for getting help, too often, alas, they return to their schools, entertained, perhaps inspired to nobler work but having listened to methods applicable only to well graded schools.

The thing of prime importance to the country schools is to lengthen the time for recitation. The committee of twelve suggest a method for doing this by paying transportation of children to some one school centrally located. In this way several country districts, each with a single teacher, with all grades from first to ninth, may combine forming a school of three or four teachers, each with not over three grades. Recitation periods are thus lengthened and modern methods of instruction are made possible. The teachings of the university, normal school and institute lecturer become practical to the rural school. Districts lying near small towns by transporting children will gain the advantage of well graded schools. Rural life and the well graded school make the ideal condition for rearing children. So great a part does life in the country play in the education of the child that some are disposed to consider the ungraded rural school superior to the well organized school of the city or town.

In some Eastern states where transportation has been tried it has given both better and cheaper school facilities. Before transportation can come into general use in this state, however, a change must be made in the methods of distributing our school moneys. Some counties have made the serious mistake of subdividing a district having a well graded school of several teachers, so that each new district, so formed, has but one teacher with all grades. Much better in such cases pay transportation and keep the district intact. The subject of transportation is fully discussed by the committee of twelve.

A second method of lengthening the recitation periods is by alternating subjects. In the upper grades particularly the pupil need not recite in each subject every day. History may come two days in the week and geography three; grammar may alternate with literature; writing and drawing may come on alternate days. Arithmetic may have a recitation period three times a week. A far greater amount of teaching will be accomplished in one period of twenty minutes than in three periods of ten minutes each.

A third method of lengthening recitations is by the combination of two or more classes upon the same portion of the subject. It matters little whether the first or second half of the fourth reader is studied immediately after the third reader. If the fifth grade is at page two hundred while the fourth grade is beginning the book let the fourth grade turn to page two hundred and read with the fifth grade. They thus skip two hundred pages of their book but the next term they turn to the beginning of the book and read with the class next below them. Two classes are thus combined and double time secured for the recitation. "But," some one says, "the fourth grade cannot read as well as the fifth." This is probably true and the more advanced pupils should be called upon for the more difficult things; each paragraph or stanza should be read more than once, mistakes pointed out and improvements suggested. When it has been read two or three times by the fifth grade, fourth grade pupils who have given close attention, should certainly be on a par with fifth grade's first attempt. In other words they have been taught by listening to their elders and should now equal them. Occasionally fourth grade pupils are first called on to encourage and stimulate them. In the same way other classes in reading and literature may be combined. Eighth grade work may be taught each second year to both eighth and ninth grades; ninth grade literature each second year to both grades. The classes are small in number and the combination adds to the interest by increasing the number of pupils in the class and by thus lengthening the period of recitation.

In the same manner the spelling book, if this be used, may be divided into portions which shall be taught alternate years to combination classes. It matters little in what order the continents are studied. If the work of the fifth grade is South America, while that of the sixth is Europe, Europe may be given to both classes, and when the fifth grade becomes sixth they will turn back and study South America with the fifth. In the same way the seventh grade geography may this year take the work of the eighth grade; when they next year become eighths they turn back and take the omitted work with the sixths, who then become sevenths. Should the work of the lower grades seem a little easy for the next higher, the school library and teacher's desk should be well supplied with supplementary books from which additional work may be assigned or encouraged. When a double recitation period is thus obtained for geography there will be an opportunity to teach the subject as a science, to introduce sand-modeling, elements of physical geography, the beginnings of history and the rudiments of other sciences.

It matters little in arithmetic which of the applications of percentage are taught first, so that classes may here be combined, the more advanced class on account of greater maturity may have a few more problems assigned each day and the younger ones are taught by seeing these solved and hear them explained. Mensuration, cube-root, square-root, longitude and time have no special logical relation to each other, so that classes may be combined along these lines.

United States History may be taken alternate years with book-keeping or physiology and the time of one recitation saved. Other combinations will readily suggest themselves to the teacher who has the making of the program.

But teachers in rural schools change frequently, so a carefully prepared program noting what subjects and portions of subjects each class has taken and what still remains to be completed by each, must be left in the register. The next teacher can thus take up the work without confusion.

What objections will there be to this combination of classes? Many perhaps, from both parents and children, if the plan is not thoroly explained to them. Before the opening of school call together the parents and talk to them of your plans. When school opens explain fully to the children.

If the sixth grade must recite with the fifth in some subjects, let it recite with the seventh in others. Let every child understand that no portion of the subject is to be omitted, that he is neither promoted nor degraded, but that for convenience the order of taking up the work is varied. Some difficulties may arise in the beginning but by judicious management, explanations may be made and the benefits of longer recitation periods realized.

Is this mere theory? No, the writer has used similar methods in rural schools and knows many teachers in the State who are now reducing a program of thirty or thirty-five daily recitations to twenty.

California Library Association.

OFFICERS:

President.....George T. Clark
Free Public Library, San Francisco.

Vice-President.....A. M. Jellison
Mechanics' Institute Library, San Francisco.

Treasurer.....Miss Emily I. Wade
Free Public Library, San Francisco.

Secretary.....Frederick J. Teggart
Stanford University.

Executive Committee: Joseph C. Rowell, A. J. Cleary, C. K. Rosenberg, R. E. Cowan, Miss Caroline G. Hancock.

The November 1897 meeting of the association was held at Wells Fargo Library, New Montgomery Street, San Francisco. On the meeting being called to order, F. J. Teggart offered a resolution of regret and condolence upon the death of Justin Winsor, late librarian of Harvard University. The resolution was unanimously adopted.

J. B. Stovall, librarian, gave an account of the Wells Fargo Library Association, pointing out that its activity was confined to the employes of Wells, Fargo & Co. The circulation was largely outside of San Francisco, as the company's agents thrnout the West could borrow books on a miniature "traveling libraries" plan.

The question of a "Pacific Coast Copyright Depository" was then presented. F. J. Teggart gave an account of the history and problems of copyright showing what was the practice in older countries with regard to the preservation of their literature. While Great Britain, for example, has five repositories for copyright books the United States has only one, and in it, strange to say, are two copies of each copyrighted book, subject to the same accidents and available for use only to one limited community. H. C. Nash spoke on the need for additional repositories in the United States and offered the following resolution:

"That the L. A. C. C. deems the establishment of additional copyright depositories in the United States a matter of the highest importance to all interested in the spread of knowledge and culture; therefore it is

"*Resolved:* That our representatives in Congress be requested to use their best endeavors to obtain the establishment of such additional depositories, and especially of a depository on the Pacific Coast."

A committee consisting of Messrs. Rowell and Nash was appointed to bring the matter to the attention of the California delegation in Congress and if possible, to secure their co-operation. Mr. C. K. Jones read a paper on "Calderon and his Times."

The regular meeting for December was omitted and the association met on Thursday afternoon the 30th in joint session with the California Teachers' Association, in Cabrillo Hall, N. S. G. W. Building, San Francisco. The meeting was in every way most successful. There was a large attendance and the remarks of the numerous speakers received the closest attention. The program gives an idea of the range and character of the subjects under discussion.

"Desirability and utility of use of public libraries by school children." Miss Jane S. Klink, San Francisco Public Schools.

"At what age should children begin to do supplementary reading and to refer to libraries?" E. M. Cox, Supt. Santa Rosa Public Schools.

"How to induce and to direct children to use public collections of books." Miss I. E. Dubois, Oakland public schools; Miss M. V. Stewart, Oakland public schools; Miss E. A. Stevens, Oakland public schools; Miss F. R. Wickersham, Watsonville schools; J. D. Sweeney, Principal Tehama schools.

"Attitude of public libraries towards schools."

(a) The Children's Room. George T. Clark, Free Public Library, San Francisco.

(b) Special privileges to teachers. F. J. Teggart, Stanford University.

(c) Library loans to schools. Miss A. F. Sawyer, Public Library, San Francisco, Miss L. Toomy, Charles Hamm and Elisha Brooks.

"Books loved by boys." Mrs. M. L. Cheney.

"Books loved by girls." Miss Maida Castlehun.

"Traveling libraries." W. P. Kimball.

Two weeks later the first meeting in 1898 was held in the rooms of the San Francisco Teachers' Club, by courtesy of the members, in the Mercantile Library Building. President Rowell read a "record of the year" in which he reviewed the work of the association during that period. The nomination of officers for 1898 was then proceeded with, and resulted in the election of those named at the head of this page.

Mr. Charles A. Murdock acted as director of the installation of the new officers, taking leave of the old and instructing the old in words distinguished for wit and wisdom.

A musical program was then rendered by the Misses Elizabeth B. Wade, Alice S. Brannan, Leah Beckhuson and Messrs. B. G. Franklin, W. S. Girard and Dr. T. L. Hill. Refreshments were served afterwards by the ladies of the association.

The regular February meeting was postponed to Washington's Birthday to make possible a daylight trip to Stanford University. Thirty-eight members arrived at Palo Alto at noon, and after spending an hour in the Leland Stanford, Jr. Museum, had lunch together in Roble Hall. The meeting was called to order at 2 o'clock in Room 21 of the University Quadrangle, with about sixty persons present. Mr. Nash welcomed the association to the University.

Dr. E. Dana Durand, late legislative sub-librarian of the New York State Library, now an assistant professor at Stanford University, read a paper describing "The New York State Library and Library School."

Dr. Edward A. Ross, head of the Department of Sociology in Stanford University, gave a most interesting talk entitled "The Relation of Libraries to Righteousness," which will shortly be published as No. 2 of the Publications of the Association.

The meeting adjourned at 3:30 P. M., and the members spent the time to 6 o'clock in visiting the various points of interest in the vicinity.

In March a largely attended meeting was held in the San Francisco Free Public Library. The resolution, notice of which had been given at the February meeting, to change the name of the association from "Library Association of Central California" to "California Library Association," on being introduced by A. M. Jellison and seconded by A. J. Cleary was unanimously adopted. The reason for this change was that on the foundation of the association it was planned to be a purely local organization; but as many librarians all over the State had signified their desire to become members, it was thought proper that the name of the association should be amended so as to show its increased sphere of usefulness.

Messrs. J. C. Rowell and H. C. Nash, committee on "Copyright Depositories," reported progress. They had received a large correspondence on the subject from librarians and others. Most of the former seemed indifferent to the scheme, and most of the latter were strongly opposed to it. The newspaper press had described the committee as "highway robbers," their arguments against the bill consisting for the most part of personal abuse and would-be sarcasm. Late reports from Senator Perkins, who has the bill in charge, seemed to indicate that there was small chance of the bill being passed during the present session of Congress.

A resolution was introduced advocating the agitation of the question of securing the Sutro and Odd Fellows' Libraries for the City of San Francisco, but being opposed, action upon it was postponed indefinitely. A valuable and interesting series of papers devoted to a review of "The Books of 1897" was then listened to with interest. Prof. William D. Armes of the University of California, dealt with "Literature and Biography." Prof. Kendric C. Babcock noticed the most important works on "History and Social Science," which had appeared during the year in English, German and French. Miss Emily I. Wade of the San Francisco Public Library, characterized briefly the more notable works of fiction and books for the young, and Mr. D. Paul Elder spoke of "Notable Undertakings in Publishing."

As the April meeting fell upon the eve of Good Friday the attendance was small. A paper commenting on Burgoyne's *Library Construction*, by J. H. Wood, was read by A. M. Jellison. A discussion followed on some points of detail raised by the paper. F. J. Teggart read a review in condemnation of Ogle's

Free Library. These two books are the first of a Library series being published in London under the general editorship of Dr. Richard Garrett of the British Museum.

Miss Bertha Kumli spoke of her "Experiences at Armour Institute Library Training School," describing at length the methods of instruction and the results aimed at.

The University of California was visited by the association on the evening of May 6th, the meeting being held in one of the reading rooms to the library. The association, having been welcomed to the university by J. C. Rowell, the librarian, Prof. Edward B. Clapp read a paper on the "Libraries of the Ancients," which proved of great interest. The speaker passed in review what is known of the libraries of Egypt, Greece, Alexandria and Rome.

Professor Bernard Moses spoke of his experiences as a "Book Hunter in Spain," recounting many anecdotes illustrative of Spanish ignorance and indifference to books. He pointed out the solitary position which Madrid occupies as being the only center of learning in Spain; there alone are libraries and book stores conducted as in any other large city in Europe. For in the rest of the country the "quest of the book" must be pursued in a fashion which appears almost ludicrous to an American. In one city a blind beggar will offer a single volume for sale on the street; in another a "book seller" will be found asleep beside his wares which are deposited in a heap in the market-place; in still another the vendor and his motley heap must be hunted up into some squalid room where his family is also to be found. Nor is it taken as an offense to stop a man on the street who has a book in his hand and offer to buy it from him.

The title of Professor Thomas R. Bacon's paper was announced as "Before Libraries—What?" but notwithstanding the title the paper was unarchæological. Prof. Bacon's remarks, which were listened to with great attention, were directed to showing the condition of Europe as regards library facilities before the institution of the modern free public library system.

On the recommendation of the Publication committee it was decided to issue at once No. 2 of the Publications of the Association, to contain papers by Prof. Ross and Mr. Greene.

After the meeting Mr. Rowell drew the attention of the visitors to the exhibit of bibliographical and other objects of interest which he had laid out for their inspection. These were greatly appreciated by all present and some time was spent very profitably in their inspection.

The next meeting of the association will be held in September.

Axioms of Child-Saving.

Segregation—not aggregation—the rule in child-saving work.

Save the nation of to-morrow by saving the children of to-day.

The homeless child needs a home; the childless home needs the child.

The education of the home and country vs. the education of the city and street.

Save an adult and you save a unit; save a child and you save the multiplication table.

Mother, home, heaven. If the child lose the first, let us see to it that it gain the last two.

Kindness Corner.

There is no God dares wrong a worm.
—*Emerson.*

"Speak gently! 'tis a little thing
Dropped in the heart's deep well;
The good, the joy, which it may bring,
Eternity shall tell."

"Every kind word you say to a dumb animal or bird will make you happier."

"So here we'll stand and do our part
To lessen the grief of the saddened heart,
Whether of bird or beast or man.
By bringing to each all the joy we can."

Our Work.

God pity the heart that repelled her,
And the cold hand that turned her a way,
And take from the lips that denied her
This answerless prayer of the day.
Take, Lord from my memory forever
That pitiful sob of despair,
And the patter and trip of the little bare feet,
And the one piercing cry on the stair.
—*James Whitcomb Riley.*

"There is no such thing as standing still. A teacher is either growing mentally, or his mind is becoming weaker in its grasp of pedagogical ideas."

One needs only to compare the school journals of to-day with those of a few years past to be convinced of the remarkable changes that are occurring in educational thought and literature. —*The Northwestern Monthly.*

A child naturally loves study—loves to learn something new —is hungry for knowledge. If he is not—if he hates study, he has been taught to hate it and is therefore intellectually sick—*American Journal of Education.*

There can be no sound preparation for complete living which divides the life of a child and throws away one-half. A training which shuts the child in upon himself does not deserve the name.—*Pres. W. A. Edwards of Throop Polytechnic.*

That man, who persistently neglects the commonest civilities, deserves not the courtesy of others. Nor does his plea of habit and pre-occupation deserve charity. To brand him as rude and impolite is charity enough.—*Alex. B. Coffey.*

I read men as I read books, tho I often wish the *faults* of my *friends* were writ in *Sanscrit* and all their *good* in my *mother tongue.* Then, I'd know them as now I wish them, and, in my ignorance, mistake their very wrongs for virtues.—*Alex. B. Coffey.*

That teacher who can even think of dollars and cents in connection with the quality or degree of effort she puts forth for the children, who can gauge that effort by the amount of her salary, is worth less than she already receives.—*Kindergarten Review.*

No teacher can be successful unless he can put himself into the place of a child. It is his business as a psychologist to record and interpret the strange phenomena of the human mind, to trace back final results to their dim beginnings.—*Estelle M. Darrah in School Education.*

A child, whose brain works naturally with great force, is so carried away by his own mental impetus that he is constantly diverted from the subject on hand by surging activity of his own brain. This is no doubt the reason why the Newtons and Darwins do badly at school.—*The Northwestern Monthly.*

It takes heroic effort to become truly educated, and no way has yet appeared to make heroism easy. The best and most satisfying reward of the teacher must ever consist in the influence of betterment exerted and effected in the lives of others and in the consciousness of duty well performed.—*Supt. Riley of Los Angeles.*

The time will soon come when the polluting and withering touch of the politician on the school shall be past—when the money-changers shall be driven from the temple; then merit will supplant favoritism, and promotion will reward efficiency, and then the profession of teaching will be raised to a higher plane of dignity and influence.—*C. C. Davis, Pres. City Board of Education of Los Angeles.*

The following is the most oft-repeated quotation in our exchanges to-day:

"When Freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night
And set the stars of glory there;
She mingled with its gorgeous dyes
The milky baldric of the skies,
And striped its pure celestial white
With streakings of the morning light;
Then from his mansion in the sun
She called her eagle bearer down,
And gave into his mighty hand
The symbol of her chosen land."

How One Teacher's Report Got Him Into Trouble.

WEBFOOT DISTRICT, Kloochman County, Ore.

DEAR SIR—I am in trouble on account of my report. As it and teachers' reports in California are identical in form, I will explain.

My school opened late because the families all move over to the next county every year for the hop-picking season, and the children attend the schools there for the first month. I cannot count them in column 12 as New Pupils Entered; (see Instructions on Teachers Reports.) It follows that I cannot count them in columns 6 and 7, since the totals there must balance those of column 12, (see instruction.) My report reads:

6	7	8	9	
Whole No. Boys Enrolled on Register.	Whole No. Girls Enrolled on Register.	Total No. Enrolled.	Average No. Belonging.	Average Daily Attendance.
0	0	0	36	32

My trustees say that figures can't lie. I infer from their manner of saying it that their faith in the schoolmaster is not so strong. At any rate I am looking for another school. I have one offer.

Skookum District lapsed, only three pupils attending for five consecutive months. The father of these three offers to appoint me census taker and teacher. He thinks one who can rake up a daily attendance of thirty-two from no pupils enrolled ought to rake up about one hundred and twenty-eight census children from the four in the district, and a daily attendance of ninety-six from the three who attend school. He says if I had to keep them in shoes, and feed them, I would think them ninety-six.

I can't accept the offer. He wants his oldest girl, age 11, to be assistant teacher, and there is no law permitting the principal to spank his assistant for misbehavior.

The County Superintendent is not friendly. He fears I have ambitions. He only says my report is a queer one—which is the truth—but he fails to tell people the report is correct, and that queerness arises from the queerness of instructions. If these were made to agree with what the headings of columns six and seven indicate, then the sum of the totals of column twelve, New Pupils Entered, and the totals of column thirteen, Received By Transfer, would agree with totals in six and seven, and with common sense—and I should not be asking you to let me know of any vacancy which may be filled by

DAN MCGINTY.

"Don't Worry."

Don't worry. In this tangled skein
Of life, a worrying thought
But complicates the kinks of pain
And tightens up each knot.
Make Will the master of your mood.
Thru anxious fear and doubt,
No peace, no pleasure, and no good
Was ever brought about.

Don't worry. Do the best you can
And let hope conquor care.
No more is asked of any men
Than he has strength to bear.
The back is fitted for the load:
Your burdens all were planned,
And if you sing along the road
Kind Fate will lend a hand.

Don't worry. Fortune is a dame
You have to woo with smiles.
Whate'er her mood you must not blame
Nor criticise her wiles.
Trust God in shadow and in sun,
And luck will come your way.
But never since old time begun,
Has worry won the day.

—*Ella Wheeler Wilcox.*

Next Thing.

If we enjoy life, why, the next thing to do
Is to see that another enjoys his life, too.

—*Charles Swain.*

Britannia to Columbia.

BY ALFRED AUSTIN. (Poet Laureate.)

What is the voice I hear
On the wind of the western sea?
Sentinel, listen from out Cape Clear,
And say what the voice may be.
" 'Tis a proud, free people calling loud to a people proud and free.

" And it says to them, 'Kinsmen, hail!
We severed have been too long.
Now let us have done with a worn-out tale,
The tale of an ancient wrong.
And our friendship last long as love doth last, and be stronger than death is strong.' "

Answer them, sons of the selfsame race
And blood of the selfsame clan,
Let us speak with each other, face to face,
And answer as man to man,
And loyally love and trust each other as none but free men can.

Now fling them out to the breeze,
Shamrock, thistle and rose,
And the Star-Spangled Banner unfurl with these,
A message to friends and foes,
Wherever the sails of peace are seen and wherever the war wind blows.

A message to bond and thrall to wake,
For wherever we come, we twain,
The throne of the tyrant shall rock and quake
And his menace be void and vain,
For you are lords of a strong young land and we are lords of the main

Yes, this is the voice on the bluff March gale,
"We severed have been too long;
But now we have done with a worn-out tale
The tale of ancient wrong.
And our friendship shall last long as love doth last and be stronger than death is strong."

[The above poem written by the Poet Laureate of England is typical of the feeling that has suddenly grown, or rather suddenly found express on of an alliance between England and America.]

Twelve Business Maxims.

The president of the London Chamber of Commerce gives twelve maxims which he has tested thru years of business experience, and which he recommends as tending to insure success:

1. Have a definite aim.
2. Go straight for it.
3. Master all details.
4. Always know more than you are expected to know.
5. Remember that difficulties are only made to overcome.
6. Treat failures as stepping-stones to further effort.
7. Never put your hand out farther than you can draw it back.
8. At times be bold; always prudent.
9. The minority often beats the majority in the end.
10. Make good use of other men's brains.
11. Listen well; answer cautiously; decide promptly.
12. Preserve, by all means in your power, "a sound mind in a sound body."

The Wonder of the Day.

The discovery of the facts that air can be liquefied, transported in simple vessels from place to place, and used, without danger, for numberless interesting experiments, is not only wonderful but will, in the near future, prove of great commercial importance.

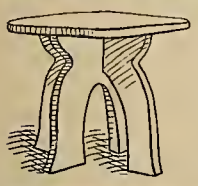
Mr. Charles E. Tripler, in the June *Cosmopolitan* presents the matter in a very attractive and impressive light. The illustrations accompanying the article are excellent, making many of the wonderful properties of this new liquid fairly well understood.

Every teacher and advanced student should read this article, and after reading, look out into the field of almost infinite possibilities that this discovery opens. It seems to us that, in this direction, this is the most important discovery of the age. In the aaticle mentioned, Mr. Tripler does not tell us by what means he "easily and cheaply" condenses eight hundred cubic feet of common air into one cubic foot of liquid. He promises, however, to explain this later. For this explanation we shall look with uncommon interest.

The temperature of the liquid must be retained at about three hundred twelve below zero, Fahrenheit, to have it remain in its liquid state. This is a lower temperature than it was thought possible to reach a few years ago. As a boy, when studying physics, we were taught that air could not be liquefied. Is it ever quite safe to say that anything can not be done?

Hazel and Marion, aged 5 and 4 years, were talking about how articles of dress, etc., were made; shoes, woollen goods, lace and buttons were gone over, when Marion picked up one of her sister's curls with the remark: "I'm sure 'oo don't know how hair was made." "Oh, yes," returned Hazel, "God said, 'Let there be hair, and there was hair.'"

A MOTHERS' MEETING.



THE Franklin Grammar School, San Francisco, is unique in many ways. Richard D. Faulkner, the Principal of the School, and Madison Babcock, Principal of the Franklin Evening School, have done much to make the school an example of its kind.

One of the features worthy of special notice, is the meeting of the mothers of the children. This meeting was held on June 1st. Its purpose was to discuss some of the problems in which mothers are interested in connection with school-work.

Ex-Supt. Babcock, Principal of the Evening School was present, and took part in the discussions.

No better description of the school can be given than to take extracts from Principal Faulkner's address.

Why Children Leave School.

I should say that a study of the causes of the children leaving the public schools before the completion of the grammar school course might on broad lines be stated as follows:

1. The anxiety of the American youth to enter upon the practical pursuits of life.
2. The changing conditions of the times which are forcing the children to become wage-earners at an earlier date than heretofore.
3. The lack of forcefulness of parents.

The State History.

Before the close of the schools next year a generation of children will have been born and will have passed through the schools without having obtained, except by tradition, any knowledge of the marvelous growth of the country during the past thirteen years, or any conception of the policy of its statesmen during that time. If as long a period should elapse before a revision of the State history is made as has elapsed since its publication another generation of children will have been born and reached the period of their graduation without having had the opportunity of reading in any history of the United States of the unequalled victory of Admiral Dewey at Manilla which thrilled the world.

Manual Training.

Principal Faulkner touched eloquently upon Manual Training. The illustrations in this article are sufficient to show the work that has been done.

At the meeting a year ago all who were present were in favor of sewing for the girls and tool work for the boys, and there was only one mother who objected to cooking and her objections, however, were not so strong as to cause her to ask that her daughter should discontinue the work. If you were practically unanimous in favor of Manual Training last year you should be this for I think that the children have made exceptional progress in the work during the present year.

RICHARD D. FAULKNER, Pricipal of the Franklin Grammar School.

I examined last year and this year some of the tool work in other sections of the State, and I believe that the work being done in this school compares most favorably. Manual training should possess technical skill but also to have received instruction as to the best method of its presentation to pupils, in other words, to have been professionally trained as a teacher of technical branches as well as in the branches outlined in the course of study.

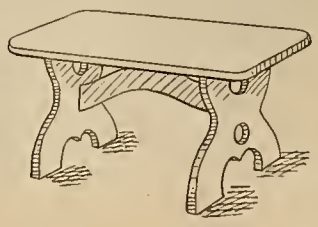
Something of the Teachers.

I regard the work of the school this year as exceptionally good I do not mean to say that we are entirely satisfied or that we are superior in any way to many other schools; but that there has been real progress on the part of the pupils and that the teachers have been particularly inspiring in their work.

Miss Kate Macdonald, First Vice-Principal of this school died in January as you all know. As her friends in the school department and former patrons and pupils have a ready met with the teachers of this school and attested in a fitting manner to her worth as a woman, her ability as a teacher, and to her long service in this section of the city, I will not make any review of her work at this time; but as she had taught the highest grade in this school and had also had charge of the girls' yard for many years her loss and the selection of her successor was a matter of deep concern to you as well as to me. I am glad to say on this occasion that I regard the election by the Board of Education of Miss Nellie G. Gallagher to her position as an exceedingly fortunate selection from what I have seen of her personality and her work. I sincerely believe that she will prove a worthy successor to Miss Macdonald and in time like her, stamp her individuality upon the school.

I cannot at this time speak in such detail of the work of each teacher as I would wish. Miss Klink, Miss Durkin, Miss Classen, Miss Maroney, Miss Ahern, Miss McClain, Mrs. Parolini, Miss Alexander, Miss Templeton and Miss Donovan have been connected with this school for so long that the high character of their work is known to you as well as to me. Mrs. Cooper, Miss Farnsworth and Miss Houghton are new teachers in this section of the city. Mrs. Cooper came to us under unfavorable circumstances, but I am glad to be able to say that I see much in her work to commend, and I am glad to say that she is making many friends with the parents of her pupils. Miss Farnsworth and Miss Houghton are recent graduates of our State Normal Schools. Miss Farnsworth being a graduate of the Los Angeles Normal School, and Miss Houghton of the San Jose Normal School. These young w men fresh from these inspiring institutions give additional virility to the thought of the school. The work that Miss Klink has done in interesting her pupils in good literature by bringing the books from the Free Library to her class-room for use by the children at home and in school has been of an uplifting character. In the proper use of such books she is a pioneer and a recognized authority. The Franklin Grammar School is proud of her varied attainments. I am glad to say that Miss K. R. Paxton our teacher of cooking, and Miss Rose Cashman our teacher of sewing, have both received not only technical instruction with a view to its professional presentation but that both are graduates of normal schools and besides being competent to teach their specialities are capable of giving instruction in any grade of the grammar school course; while Mr. J. M. Stockman is not a professionally educated teacher he is a man of more than usual ability and education and before he became a teacher in the grammar schools of this city in 1895, he had been an instructor in the Cogswell Polytechnic College from its organization by James G. Kennedy in 1888, until 1893.

It will be readily seen that the Franklin Grammar School with its mothers' meetings, its sewing, cooking, manual training departments, its progressive teachers and wide awake pupils, is a school of more than local interest. It is the intention of the editor of the JOURNAL to give from time to time photographic accounts of progressive schools. The Evening School of the Franklin Grammar, Madison Babcock, Principal, has accomplished much for the children of the district.



WESTERN SCHOOL NEWS.

J. J. Reppetoe has been elected principal of the Vallejo High School.

Deputy Superintendent C. L. Ennis of Los Angeles City Schools has been re-elected.

Dr. Thomas P. Bailey delivered the graduating address at the Merced High School.

E. C. Houston, formerly principal of the Piedmont school, has departed for the Klondike.

W. L. Williams has been nominated by the Republicans for School Superintendent in Madera County.

The Summer School at Pacific Grove in charge of R. L. Sandwick and a committee, is being largely attended.

Agnes Stowell of the Ellensburg State Normal School will spend her vacation at the Chicago University Summer School.

M. G. Royal, formerly President of the Weston Normal High School, Oregon, has resigned and D. V. Reed has been elected in his place.

The San Francisco Board of Education refused to print all of Superintendent Webster's report because it was severe in its criticisms on the board.

The Santa Barbara *Daily Independent*, prints almost an entire page of testimonials in answer to the question, "Is Professor Roop Competent to Superintend our School System?"

The Central School of Oakland, P. M. Fisher, Principal, held its first graduation exercises on June 4th. This is a practical manual training and business school and has in it many unique features.

Superintendent Foshay of Los Angeles and Professor Elmer E. Brown of Berkeley are the State organizers for the N. E. A. State Superintendent Black is on the program as one of the presiding officers.

Miss Nellie L. Webb of Sacramento has taught the Elk Grove District School for fifteen consecutive years and always given good satisfaction. Has anyone in the State taught a country school for as long a term?

At a meeting of the school trustees recently the following teachers for the Hanford schools were selected.

Prof. C. C. Childress, Principal; A. M. Ayres, John A. Herrod, M. E. Bernstein, Emily Dodge, Nora Scott, Georgia Brooks, Belle Jacobs, N. E. Davidson, Kate Drennan, Adelide Cobb and Jennie C. Applegarth.

A little girl in San Jose told her father something she understood her teacher to say. Her father reported to the "Battle-field Veterans," of which organization he was a member. The Battle-field Veterans demanded the removal of the teacher, Mr. Leigh R. Smith; and he was removed: whereupon the members of the G. A. R. Posts denounced the action of the Battle-field Veterans as "cowardly and contemptible."

The San Francisco Normal School graduated 123 teachers; President Barrington and Superintendent Webster made addresses. Miss Fowler and Mrs. Fitzgerald have every reason to be congratulated for the work they have done during the past year.

The Board of Education of Alameda has decided that hereafter the 2500 school children of the city shall salute the Stars and stripes every morning before they march into the schoolrooms. When the children are in line the flag will be run up and the boys will doff their caps and the girls salute by raising the hand.

The following names are mentioned in connection with the nomination for Supt. of Public Instruction: Supt. S. T. Black, present incumbent; Supt. Geo. Stout of Butte; Supt. T. J. Kirk of Fresno; C. W. Childs, San Jose; J. W. Linscott of Santa Cruz, Republicans. A. B. Coffey, Sutter; Mrs. H. L. Wilson, Colusa; Prof. Edwards, San Francisco; O. P. Seavy, Placer, Democrats. Edward Hyatt, Riverside, Silver Republican, Populist, etc.

Mrs. R. V. Winterburn of Stockton, Secretary of the California Association of Teachers of History, has received a communication from Professor Fred Morrow Fling of the Nebraska State University to the effect that Professor Moses of Berkeley has been invited to address the Department of History in the Educational Conference at Omaha, to be held June 28, 29 and 30. A fine program hae been prepared; and reduced railroad rates have been secured.

The Chabot observatory has been the recipient of another useful present given by a pupil of the Central School, Master W. H. Curtis, a son of Dr. E. D. Curtis. The gift is a handsomely mounted terrestrial globe, with plane of the equator extended and provided with intricate gearing to illustrate the very complicated and not easily comprehensible motion of the earth in its great period of 26,000 years, known to astronomers as "the procession of the equinoxes." It will be of great value in instructing pupils in this very abstruse problem and is highly appreciated by Mr. Burckhalter. It is the only apparatus of the kind on the coast.

Fresno has a number of progressive and ambitious teachers, who will avail themselves of the summer vacation to perfect themselves in chosen branches at universities. City Superintendent of Schools, Morris Elmer Dailey, will leave in a few days to take a course in history at the Harvard University under Professor Hart. Mr. Dailey will attend the lectures, make judicious use of the great library and go on excursions to famous historic spots, such as Plymouth Rock, etc.

Principal McLane of the High School will take a special course in physics and chemistry at the State University, while W. A. Tenney, teacher of drawing and manual training will study those branches at Boston.

Leslie A. Jordan has been elected teacher of physics and chemistry in the Girl's High School, San Francisco. Mr. Jordan has had a wide experience as a teacher and his friends and former pupils will be glad to know of his promotion.

Charles H. Keyes, well-known to the readers of this journal, has an article in the *North Western Monthly* on "What Can Child Study Do for Our Schools?" It is an extract from an address delivered before the Connecticut Teacher's Association.

An old landmark, lately an unsightly ruin, the Field Seminary building, at the corner of Knox Place and Telegraph avenue, Oakland, is being torn down for kindling wood. The property, which is a quarter block will be divided up into building lots and put on the market. The passing of this structure, for the institution passed long ago, will be heard with regret by the many women of California who spent their happy girlhood years there with the family of "Auntie" Knox, who died not long ago. About a year ago the building was visited by fire in the dead of the night and badly damaged before the department could put out the flames. This is largely responsible for the tearing down of the structure.

The San Diego City Board of Education passed the following resolutions complimentary to Ex-Superintendent Cubberley.

Whereas Ellwood P. Cubberley, who has served for two years as Superintendent of Schools and Clerk of the Board of Education of this City, has tendered his resignation as such, to accept a position in the Leland Stanford Jr., University; and,

Whereas While we rejoice with him in his promotion and advancement in his profession, we are constrained to express at this time our regrets at his departure from this city; our sorrow at the severance of those close personal and business relations which have endeared him to us; our heartfelt appreciation of those high personal and professional qualifications by which he has been so pre-eminently distinguished; our regard for him as a man, as an educator and as Superintendent of our scho ls. *As a man*, because of his kindly heart, his genial manner, his uniform courtesy, and his unswerving integrity. *As an educator*, because of his studious habits, his clear and lucid intellect, his cultivated literary taste, his enlarged and liberal views, his high sense of professional honor and a genuine love for his profession in its higher walks. *As Superintendent*, because of his untiring industry, which has brought order and system out of chaos; his stern sense of right, which has made preferment dependent on merit instead of favoritism; his impartial and courteous treatment of all members and employes of the department; and his steadfast efforts to place the Educational Department on a high plane.

THEREFORE BE IT RESOLVED that the Board of Education of the City of San Diego, State of California, hereby tenders to Ellwood P. Cubberley our congratulations on his promotion to a larger and broader field of labor; our appreciation of his labors in educational work in this city; our sincere regret at his departure; and our heartfelt wishes for his success and prosperity.

Prof. H. C. Petray of Livermore delivered the graduating address to the High School class at Pleasanton, Cal.

Miss Ball's Summer School in drawing will be held in Miss Hamlin's School, corner Jackson and Gough streets beginning July 5th.

F. W. Wright, Principal of the public schools at Novato, has been selected by the San Rafael Board of Education to succeed Mr. Collins as teacher in the High School.

E. L. Collins a graduate of the State University, connected with the JOURNAL the past few months has been elected as teacher of mathematics in the military academy at San Rafael.

Supt. Job Wood of Monterey County issued an effective letter to school teachers on the importance of legalizing and organizing th board on the first Saturday in July by electing Clerk.

D. R. Augsburg, author of the system of drawing, published by Educational Publishing Company, has been elected special teacher of drawing in the Oakland, California Schools. He was formerly at Salt Lake.

Berkeley, June 28—Tracy R. Kelley, who graduated with the class of '97 from the University of California has been elected vice-principal of the High School at Modesto He will assume his duties there at the opening of the next term in July.

Prof. C. W. Childs' of San Jose met with an unfortunate loss the past month. His residence was burned, and all of its contents including a library of over three thousand volumes. It was said to be the finest private library in Santa Clara County.

Miss Katherine M. Ball was given the distinguished honor of an invitation to speak on the subject of Art Education in the Public School from the standpoint of the art teacher at the Trans-Mississippi Educational Conv ntion. On account of other engagements however, she was not able to be present.

The executive committee of the California Teachers' Association met at Superintendent Webster's office on Tuesday June 27 th and elected Dr. Jenkins of Stanford to succeed Prof. Griggs on the Educational Council. Childs, Petray, and Mrs. FitzGerald were appointed a committee on program. Dr. Stanley Hall and Prof. Nicholas Murry Butler are mentioned as the star attractions.

The Board of Normal Trustees in executive session have elected the following teachers for the next term of the Chico Normal School Minor L. Seymour, vice-president and professor of biology: Alva W. Stamper, mathematics; Ernest N. Henderson, physiology; Elmer I. Miller, history and geography; Esther M. Wilson, music and drawing; Winfred S. Bangs, English; Maxwell Adams, physics and chemistry; Levi C. Howland, mathematics; Oda Redman, English; Emma J. Fuller, critic and teacher grammar department; Elizabeth Rogers, critic and teacher primary department; Miss Mae Kimball, Miss Aimee Jones, Miss Anna Williamson, assistant teachers in training school; Mrs. Leslie Leadbetter, librarian and general assistant.

"Old John T." Flavin, of Dodge County, Wisconsin, as some of the boys affectionately call him, outranks all the county superintendents in America, so far as we are able to learn, in length of service. If there is any other county superintendent in the United States or county inspector in Canada who has held the office continuously for a quarter of a century, let him speak now or tacitly admit that John is the senior.—*The Western Teacher.*

We congratulate Brother Flavin, wish for him the continued professional prosperity to which he is certainly entitled, and enter his name upon our "complimentary list." However, we must ask him to share the honors with our own G. E. Thurmond of Santa Barbara, who is as young in spirit as he was when first elected, and under whose supervision the schools of his county have kept pace with the most progressive schools of the day.

Superintendent B. F. Howard of Sacramento County has the honor of having the neatest set of Superintendent's records in the State. He has devised his own method. It is simple, accurate and effective. Many superintendents and others who have seen his books praise the system. Supt. Howard's scheme includes a system of class reports from every school in the county, which show the records of any pupil in Sacramento County at a glance. He began the system some years ago and the bound volumes make a very interesting and valuable record.

Two gentlemen, one a prominent teacher of Stanislaus County, the other a well known ex-teacher of California, were reading the bulletins in front of one of the morning dailies. On the bulletins were, among other things, quotations from Washington, from officials, etc., one of which invariably read "Govt," being, of course, an abbreviation of the word Government. The teacher puzzled his brain over the abbreviation for a time; and then, finally turning to his friend, said:—

"Say, Adams, who in the world is this man, 'Gout,' who is being quoted so much?"

Now he's waiting to "get even" with Adams.

Dr. A. E. Winship in writing of the Ellensberg, Wash., Normal School speaks of its Principal as follows:

"It is ten years since I first knew P. A. Getz, the Principal, at that time a high school teacher at Hazelton, Pa., a man trained under Drs. Brooks and Lyte at Millersville, a man with professional aspirations that made it impossible for him to remain with all the limitations of secondary school traditions. He came to Oregon, and after a week of companionship in 1888, I saw no more of him until I found him in his work at Ellensburg, where he is giving a professional flavor to the normal school life, which can but tone up the intellectual activities of the state for all time. There is method work and psychological and historical treatment of education in those classes, from which I have learned much of which to write and speak on many occasions. Oh, that the statesmen of the hour, East and West, would realize how much of the future power and grandeur of my new State depends upon the best training of those who must teach the children who are to be the men and women to invigorate and ennoble her future!

The student body of the San Jose Normal passed a resolution at its recent meeting requesting the trustees to reinstate Prof. C. W. Childs in the Normal.

In June, 1881, Professor W. T. Welcker, then occupying the chair of mathematics, was summarily removed, without cause assigned or charges made, and altho the alumni and students protested vigorously, no redress could be obtained. The only person in university circles who preserved a dignified silence was the victim himself. He made no sign. But the people signified their opinion in no uncertain manner, electing him State Superintendent of Public Instruction at the next general election, and the professor, "ex-officio" took his seat in the board that had so arbitrarily dispossessed him of what he had reason to believe was a life-long position. At this late day, some atonement has been made in his election as Professor emeritus in mathematics. At whose motion this rather empty honor and tardy reparation was made, is not known.—*Call.*

The Marin County Teachers Institute was held at San Rafael, May 2d, 3d, 4th and 5th.

The instructors were, L. Du Pont Syle, University of California; G. C. Edwards, University of California; Harr Wagner, Ed. WESTERN JOURNAL OF EDUCATION; Carl H. Nielsen, Supt. Schools, Sonoma Co.; Edward Howard Griggs, Stanford University; S. T. Black, Supt. Public Instruction; E. W. Davis, Sec. B'd Reg'ts, University of California; J. W. McClymonds, City Supt. Schools, Oakland, Cal.

The principal feature of the program was a day spent in visiting the schools of Oakland, Cal. The work was systematic, and the results were specially interesting. Robert Furlong has made a special study of his institutes. He began with a reception and lunch, and ended with a feast of reason.

The San Mateo Institute was held during the week beginning May 4th.

The most prominent feature was the drawing conducted by Miss Katherine M. Ball.

In the three sessions given to it, consuming just half of the Institute time, special attention was given to studying appearances of objects and making pictorial drawings of them.

All members of the institute were provided with drawing boards, paper and pencils, and everybody worked.

Miss Ball was much pleased with the spirit of the gathering, and the appreciative way in which her work was received, while on the other hand the teachers were profuse in their expressions of commendation, claiming her work to be the most practical of the kind ever given in the county.

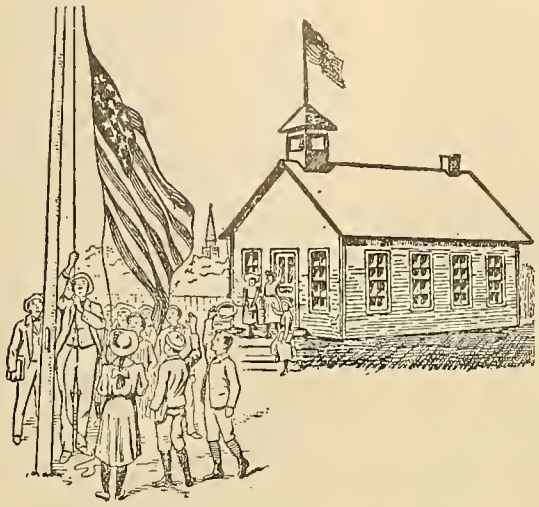
Mr. Allen, in his happy way gave a discourse on "The Earth."

Dr. Drossler profitably filled the time of one lesson with a very practical and helpful talk on "The Recitation" while Dr. Jenkins, always popular, gave some interesting and instructive work on Nature Study.

A lecture by Mr. Hutchings on the Yosemite, and another on the Chinese-Japanese war by Mr. Smith both illustrated by the stereopticon, were heartily enjoyed during the evening sessions.

Department of Supervision

Items of Interest for Trustees, Parents and Teachers.



An Important Decision Affecting the Apportionment of School Money

The County Superintendent of Schools of Amador County some time in the year 1897 asked this office for an official opinion as to the manner of apportioning the State school money received in July. In accordance with opinions previously expressed by both my immediate predecessor and myself, based on the opinion of the Attorney General, the Superintendent was instructed to apportion the money just as though it had been received prior to June 30, 1897, as it was a portion of the revenue for the school year ending on that date. The money was apportioned by the County Superintendent in accordance with the opinion sent from this office. The County Superintendent was advised later by the District Attorney to apportion the money as though it was the first apportionment for the year 1897-98. The Superintendent thereupon cancelled the apportionment already made, and in September re-apportioned the money according to the advice of the District Attorney. Suit was thereupon brought by the trustees of a school district, asking that the September apportionment be set aside and the former apportionment reinstated. The Court held that the apportionment made in July under the instruction of the Superintendent of Public Instruction was the only legal apportionment—that the re-apportionment made in September was void *ab initio*.

Samuel T. Black, Supt. Public Instruction.

Extracts from the opinion of the Court are given verbatim.

In the Superior Court of the County of Amador, State of California.

J. R. Dunlap, Thomas L. Culbert and John R. Tregloan as Trustees of Amador City School District, Plaintiffs and Petitioners,

vs.

George F. Mack as Superintendent of Schools of Amador County, California, Defendant and Respondent.

On the 12th day of July, 1897, there was in the county treasury of Amador County the sum of $8867.36 of State School funds belonging to Amador County, which respondent was required to apportion to the various school districts of Amador County, according to law. Said money was derived from the State's portion of the county taxes collected in Amador County for the fiscal year 1896-7 and which said taxes were levied in September, 1896. On the said 12th day of July, 1897, the said County Superintendent (respondent herein) apportioned said $8867.36 to the various school districts of Amador County; in apportioning said money he first apportioned sufficient money to amount with the funds already apportioned to the various districts during the fiscal year of 1896-97, the sum of $500 to each district for every teacher assigned it, excepting to districts having ten and less than twenty school census children, to which he apportioned with what had already been apportioned $400; the remainder of said $8867 36, respondent apportioned to the several districts in proportion to the average daily attendance in each district, during the preceding school year, viz, the school year of 1895-96. On September 1st, 1897, respondent cancelled the apportionment of July 12th, 1897, and made a new apportionment of the said $8867.36 but based on the school census of the various districts of 1897. Pursuant to this last apportionment, the County Treasurer of Amador County cancelled the July apportionment at the request of respondent and will not recognize it.

Under the apportionment made in July the Amador City school district received the sum of $938.50, but the apportionment of September reduced it to $429.

* * * * * * * * *

It is alleged by petitioners, admitted by respondent, and proved as a fact at the hearing, that on July 12th, 1897, the respondent apportioned said fund of $8867.36, and that this apportionment was made pursuant to instructions from the State Superintendent of Public Instruction; that although he made this in the month of July, the beginning of a new school year (the school and fiscal years being the same), he made it as though he were making the apportionment in the month of June, 1897, the last month of the school year, and made the apportionment according to the average daily attendance in each district during the preceding school year—that is, the school year of 1895 6. His subsequent action in September, 1897, in which he attempted to cancel the July apportionment and make a new one was made contrary to the direction of the Superintendent of Public Instruction and not as though made in June, but actually made in the *next* school year, and according to the average daily attendance of the preceding school year. which was a *different* and *later* school year, viz., the school year of 1896 and 1897, and which made a difference of $500 *less* to the Amador City School District.

* * * * * * * * *

In the apportionment made by him on July 12th, 1897, the respondent, following the instruction of the State Superintendent of Public Instruction, made it as though the money was received prior to June 30th, 1897, and on the average daily attendance for the school year ending June 30th, 1896, and treated it as the *fourth* annual apportionment. In the subsequent apportionment made on September 1st, 1897, under instructions of the District Attorney, he disregarded the instructions of the State Superintendent, and made it as though the money was received *subsequent* to June 30th, 1897, and on the daily average attendance for the school year ending June 30th, 1897, a year *later* than his July apportionment, and a year for which a *different* apportionment had been made.

One of the causes of the misunderstanding grew out of the change in the mode and time of collecting taxes, for under the old law when taxes were payable in one installment the Controller made the apportionment in June, but on account of the change in the law and the present mode of payment in semi-annual installments it is now made in July, but nevertheless it is made of the funds collected during and for the previous fiscal year, and is made by the Controller and State Superintendent, and should be made by the County Superintendent as though *actually received during the previous fiscal year*. The respondent treats his July apportionments as the *first* apportionment when they should be treated as the *fourth* or *last* apportionment. This is proven by the fact that the levy is made in September. The first installment of taxes is due in October and delinquent in November. The second installment is due in January and April (see Sec. 3746 Political Code), and as the County Superintendent makes his four apportionments in December, January, May and July, it follows that the December apportionment must be the first, as the first installment of county money has just come in, the State money is returned in December, and in January he makes his second apportionment. The second installment of taxes is delinquent the last Monday in April, and has just come in when he makes the third apportionment in May, and the one he makes in July after the State returns are received is made as though it had come in the last of June, notwithstanding that the Controller does not make his returns until July and the County Superintendent until that or the next month, August; so of necessity this is the *fourth* and *last* apportionment.

Counsel for respondent raises the objection that this cannot be so because the money must be in the treasury when it is apportioned, and that it then can only be apportioned for the year the apportionment is made, or else there would be endless confusion. This contention is without merit, for as a matter of fact the money never goes out of the treasury but is retained in the hands of the County Treasurer, who gives his certificate to the State Treasurer. If the State is indebted to the county at the settlement it must immediately pay the deficiency, and vice versa. Political Code, Sec. 3866.

And furthermore to meet the very difficulty occasioned by the amendment to the Statute creating the semi-annual tax law, a new subdivision was added to Section 1858 of the Political Code known as subdivision five, and which seems to have escaped the attention of counsel for both petitioner and respondent, for they both failed to call my attention to it and which provides as follows:

"Whenever in any school year prior to the receipt by the counties, cities, or cities and counties, of this State, of their State, county, or city school fund, the school districts or cities shall not have sufficient money to their credit to pay the lawful demands against them, the county, city, or city and county Superintendent shall give the treasurer of said county, city, or city and county, an estimate of the amount of school money that will next be paid into the county, city, or city and county treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the treasurer of said county, city, or city and county to transfer from any fund not immediately needed to pay claims against it, to the proper school fund, an amount not to exceed ninety per cent. of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent of the amount so transferred. The funds so transferred to the school fund shall be retransferred by the treasurer to the fund from which they were taken, from the first money paid into the school fund after the transfer."

This subdivision meets completely the objection of counsel and makes provision against the happening of the difficulty suggested.

For the reasons above given, I am convinced that the apportionment made by the County Superintendent of Schools on the 12th day of July, 1897, was correct and was made according to law, and that the subsequent attempt to cancel said apportionment was without authority of law and void *ab initio*, and that the said apportionment of July 12th is still in full force and effect, and is the one that should be recognized by the County Treasurer and the Superintendent.

It follows that the Writ must be denied. Counsel for petitioners will draw the order.

Done in open Court, May 24, 1898. R. C. Rust, Judge.

The Law in Reference to School Trustees.

1. To select the best teachers that can be had without any regard whatsoever to relationship or political or sectarian influence. When a contract has been made, the clerk should at once notify the Superintendent of Schools, stating the terms of the contract, and the grade of certificate held by the teacher or teachers.

2. To assume the control and management of school property.

3. To pay into the county treasury thru the Superintendent of Schools, all moneys received by donation or otherwise for school purposes.

4. To suspend and expel pupils for good cause—this power belongs to the trustees and not to the teacher.

5. To enforce the course of study adopted by the County Board of Education. The Superintendent ought to furnish each trustee with a copy of the course adopted so that trustees may carry out this important law.

6. To exclude from school and school libraries all books, publications, or papers of a sectarian, partisan, or denominational character. Any violation of this provision is punishable by forfeiture of all public moneys.

7. To furnish books for indigent children—such books to become the property of the district, and to be kept in the library when not in use.

8. To permit children of other school districts to attend the schools in their district, upon receiving the consent of the trustees in whose district the children reside. Should this consent be refused, the matter must be referred to the Superintendent of Schools, whose decision is final. This is a very important duty and ought to be exercised solely in the best interests of all concerned.

9. To report directly to the Superintendent of Public Instruction, when required, the list of text books used in their schools.

10. To visit each schoolroom in their district at least once in each term, examine carefully into its management, condition, and needs. This applies to each member of the board of trustees.

11. On or before the first day of April in each year to appoint a school census marshal, and to notify the Superintendent of Schools of such appointment. The penalty for neglecting this provision is as follows:

Section 1624. If any Board of Trustees, or City Board of Education, fail to appoint a Census Marshal at the proper time, and thru such failure the district is omitted in the apportionment of school moneys, the Trustees or members of the City Board of Education are jointly and severally personally liable to the district for the full amount which the district would have received but for such failure; and the amount may be recovered in an action brought by any citizen of such district or city in the name of and for the benefit of the district or city.

12. Boards of Trustees may, and upon a petition signed by a majority of the heads of families resident in the district, as shown by the last preceding school census, must call meetings of the qualified electors of the district for determining or changing the location of the school-house, or for consultation in regard to any litigation in which the district may be engaged, or be likely to become engaged, or in regard to any affairs of the district. Such meetings shall be called by posting three notices in public places, one of which shall be in a conspicuous place on the school-house, for not less than ten days previous to the time for which the meeting shall be called which notices shall specify the purpose for which notices shall be called and no other business shall be transacted at such meetings. District meetings shall be organized by choosing a Chairman from the electors present, and the District Clerk shall be clerk of the meeting, and shall enter the minutes thereof on the records of the district. A meeting so called shall be competent to instruct the Board of Trustees:

1. In regard to the location or change of location of the school-house, or the use of the same for other than school purposes; *provided*, that in no case shall the school-house be used for purposes which necessitate the removal of any school desks or other school furniture.

2. In regard to the sale and purchase of school sites.

3. In regard to prosecuting, settling, or compromising any litigation in which the district may be engaged, or be likely to become engaged, and may vote money, not exceeding one hundred dollars in any one year for any of these purposes, in addition to any amount which may be raised by the sale of district school property, and the insurance of property destroyed by fire; *provided*, that the proceeds of the insurance of the library and apparatus shall be paid into the Library Fund. All funds raised by the sale of school property may be disposed of by direction of a district meeting. District meetings may be adjourned from time to time, as found necessary, and all votes instructing the Board of Trustees shall be taken by ballot, or by ayes and noes vote, as the meeting may determine. The Board of Trustees shall, in all cases, be bound by the instructions of the district meeting in regard to the subjects herein mentioned; *provided*, that the vote in favor of changing the location of the school-house shall be two-thirds of all the electors voting at said meeting upon the proposition to change the location.

13. The Boards of School Trustees and City Boards of Education must maintain all the schools established by them for an equal length of time during the year, and, as far as practicable, with equal rights and privileges.

When in any district it is necessary for the convenience of the residents of said district that the school therein should be maintained a part of the year in one portion of the district, and a part of the year in another portion of the district, the aggregate of the time the school has beed maintained in the different portions of the district shall be considered in estimating the time for which a school has been maintained in the district during the school year.

14. Writing and drawing paper, pens, ink, blackboards, blackboard rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of the schools, must be furnished under the direction of the City Boards of Education and Boards of School Trustees, and charges therefor must be audited and paid as other claims against the County School Fund of their districts are audited and paid.

15. The Boards of School Trustees and City Boards of Education must use the school moneys received from the State and county apportionments exclusively for the support of schools for that school year, until at least an eight months' school has been maintained. If at the end of any year during which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months, shall be reapportioned by the Superintendent of Schools as other moneys are apportioned; *provided*, that if a district has been prevented from maintaining a school for eight months in any year in consequence of fire, flood, prevailing epidemic, or other cause which may, upon investigation by the Superintendent of the county, be determined to be a good and sufficient one, said balance shall not be reapportioned.

16. Boards of Trustees may use the county school moneys for any of the purposes authorized by the school law; but all State school moneys must be applied exclusively to the payment of teachers of primary and grammar schools.

17. Boards of Trustees are liable as such, in the name of the district, for any judgment against the district for salary due any teacher on contract, and for all debts contracted under the provisions of this chapter, and they must pay such judgment or liabilities out of the school moneys to the credit of such district; *provided*, that the contracts mentioned in this section are not in excess of the school moneys accruing to the district for the school year for which the contracts are made, otherwise the district shall not be held liable.

District Clerks.

Section 1649. Boards of Trustees must annually, on the first Saturday of July, meet and elect one of their number Clerk of the district; and if a Clerk is not elected at this date, the Superintendent shall appoint.

Section 1650. It is the duty of the Clerk:

First—To call meetings of the Board at the request of two members, and to act as clerk of the Board, and keep a record of its proceedings, and an accurate account of the receipts and expenditures of school moneys.

Second—To keep his records and accounts open to the inspection of the electors of the district, in suitable books provided by the Board of School Trustees for that purpose.

Third—To place the monthly journal designated as the official organ of the Department of Public Instruction in the school district library each month; and if he fails to receive it regularly, to immediately notify the publishers of such fact.

Fourth—To perform such other duties as may be prescribed by the Board.

Section 1651. The Clerk of each district must, under the direction of the Board of Trustees, provide all school supplies authorized by this chapter, keep the school-house in repair during the time school is taught therein, and exercise a general care and supervision over the school premises and school property during the vacations of the school.

Boards of Trustees should purchase the minute book and other necessary books and stationary for the proper discharge of these duties. Clerks would save themselves and their district considerable annoyance by keeping full and correct minutes of the proceedings of the meetings of trustees. They should see that all contracts made with teachers and others are spread in full on their minutes. Were this done, the appeals by teachers to this office for salary withheld could easily be determined. Minutes properly kept are a protection to all parties concerned.

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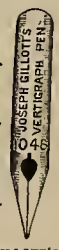

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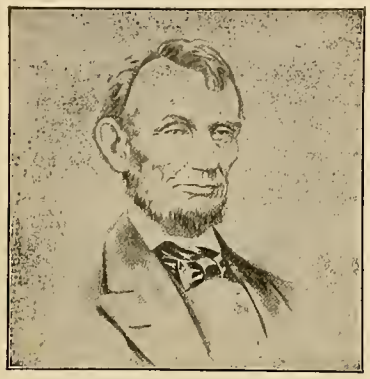

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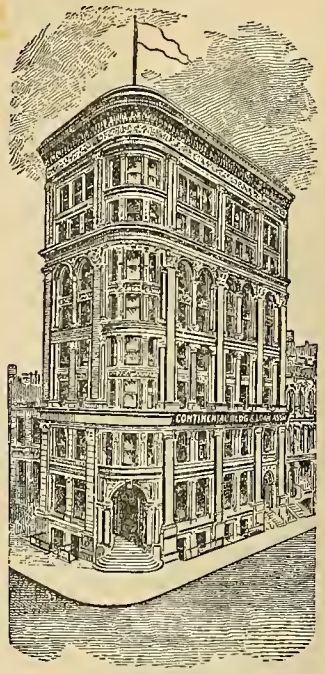

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THE WESTERN
JOURNAL OF EDUCATION

SAN FRANCISCO, CAL.

CALIFORNIA, OREGON, WASHINGTON, IDAHO, NEVADA, ARIZONA,

The Poets in Battle.

Tennyson in "A Ballad of the Fleet" entitled "The Revenge" describes a naval battle with Spain that makes the poem doubly interesting at this time. Here is a brief extract:

And the sun went down, and the stars came out far over the summer sea,
But never a moment ceased the fight of the one and the fifty-three.
Ship after ship, the whole night long, their high-built galleons came;
Ship after ship the whole night long, with her battle-thunder and flame;
Ship after ship the whole night long, drew back with her dead and her shame,
For some were sunk and many were shatter'd, and so could fight us no more—
God of battles, was ever a battle like this in the world before?

* * * * * *

But Sir Richard cried in his English pride,
"We have fought such a fight for a day and a night
As may never be fought again!
We have won great glory, my men!
And a day less or more
At sea or ashore,
We die—does it matter when?
Sink me the ship, Master Gunner—sink her, split her in twain!
Fall into the hands of God, not into the hands of Spain!"

* * * * * *

Joaquin Miller, the prophet Poet, some years ago made a bold plea with all the audacity of his nature in his poem "At Our Golden Gate" for America to possess the seas as England possessed them. Dewey's victory and the destruction of Cervera's fleet at Santiago show that we have the ships, the men, and even the sea-thunder.

"Oh, for England's old sea thunder!
Oh, for England's bold sea men,
When we banged her over, under
And she banged us back again!
Better old time strife and stresses,
Cloud top't towers, walls, distrust;
Better wars than lazinesses,
Better loot than wine and lust!
Give us seas? Why, we have oceans!
Give us manhood, seamen, men!
Give us deeds, loves, hates, emotions!
Else give back these seas again."

AUGUST
1898

A STUDY

THE WESTERN JOURNAL OF EDUCATION

NEW SERIES—VOLUME III
OLD SERIES.—GOLDEN ERA—VOL. XLIII.

SAN FRANCISCO, AUGUST, 1898.

NUMBER 8
ESTABLISHED 1852

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HARR WAGNER,
Editor WESTERN JOURNAL OF EDUCATION

Notice to Trustees.

In order that the official journal may be kept on file, we will furnish a binder for 90 cents. This binder will hold twelve copies, and will be of great service. You will want to preserve the April JOURNAL on account of Dr. Draper's address, and on account of the decision of the State Superintendent of Public Instruction; you will want to keep the May issue on account of the report of the Biennial Convention.

WESTERN JOURNAL OF EDUCATION, 723 Market Street.

Vacation days are over.

* *

The State is to be congratulated, and Santa Barbara especially so in securing the services of Frederic L. Burk.

* *

Miss Myra E. Morgan of Ventura, read an original poem at Armory Hall, Ventura, on Decoration Day, that has been highly praised as a literary effort.

* *

Bismarck, the iron chancellor, is dead. A few years ago Longfellow, Whitman, Lowell and Tennyson, died within a short time of each other. This year Death has taken for his grim mark the great statesmen, Gladstone and Bismarck; now, it is said, Leo XIII is near to death. Marion Crawford characterized Lincoln, Gladstone, Bismarck and Leo as the greatest men of the century.

The class in geography will have to depend upon the teacher and not upon the text-book next term if it gets the boundaries of the United States correct.

* *

The government should manufacture its own flags. The speculators in the stars and stripes caused by the universal demand by the war, is not patriotic.

* *

One of the best devices for teaching accurate expression, punctuation, clearness of statement, and felicity of style is the typewriter—the machine.

* *

An idea is seldom new, you may think so, but it is more than probable that you have just discovered some old truth whose strange garb strikes you as new.

* *

The *Northwest School Journal*, published at Ellensburg, Washington, F. M. McCully managing editor, shows careful editing, and is an interesting and valuable addition to school journalism.

* *

E. Benjamin Andrews has been elected Superintendent of the Chicago Public Schools. It will be interesting to watch the development of a college president as the superintendent of a great system of schools.

* *

The *Public School Journal* has a strong editorial on the removal of Dr. W. N. Hailman as Superintendent of Indian Schools and the appointment of Miss Esther Reel. Editor Brown thinks the recognition of Miss Reel is good for Miss Reel, but bad for the Indians.

* *

Mr. C. H. Woods, who has edited and published the *School Reporter* for several years, has discontinued the publication and removed to Nipomo, where he will serve as principal of the school. The *Reporter* was an interesting journal, and Mr. Woods has the best wishes of all in his new field of labor.

* *

Prof. Elmer E. Brown of the State University, is always happy in the charm of illustration. Some years ago he compared educational progress to a spiral. It was an illustration that left an impression. In his speech at Washington, D. C., he made a new use of the old figure of the tree of knowledge. "The larger university is a tree of knowledge. It has a strong central trunk of liberal culture, running from its root up to its topmost tip, like the trunk of a great pine tree; and it has many branches of industrial and professional training, which bear fruit in the several occupations of human life. The branches have need of the trunk; and the trunk has need of the branches. How can you hope to perfect any part in separation from the whole?"

Supt. Jas. A. Foshay has been untiring in his efforts to secure the N. E. A. for his city. He was ably seconded in his work by Dr. Brown of Berkeley, Albert Lyser of San Francisco, Supt. of Public Instruction S. T. Black, and others. A promise was given that 5000 California teachers would attend the Los Angeles meeting. Let us all help to make the promise good.

* *

The teachers will miss from the institute field some familiar faces this year. Prof. Griggs of Stanford, A. B. Coffey, Earl Barnes, Charles H. Keyes will be missed from the institute programs. Some new faces, however, will appear, and superintendents will have the following list to select from: Dr. Elmer E. Brown, Berkeley; Prof. Elwood Cubberly, Stanford; Dr. O. P. Jenkins, Stanford: Dr. Thomas P Bailey, Berkeley; Dr. Dresslar, Berkeley; Dr. D. S. Jordan, Stanford; Prof. Charles H. Allen, San Jose; T. H. Kirk, San Bernardino; C. C. Van Liew, Los Angeles; Prof. Washington Wilson, Berkeley; Prof. T. L. Heaton, Berkeley; Miss Katherine M. Ball, San Francisco; Harr Wagner, San Francisco, and others. For evening lectures in addition to the above, Joaquin Miller has promised to attend a few institutes and give his new lecture, "Life by the Northern Lights." Supt. of Public Instruction Samuel T. Black, will also follow his well established custom of doing all in his power to aid the superintendents during institute week.

* *

Hon. W. T. Harris, U. S. Commissioner of Education, is noted for his catholicity of view. In the following brief extract he has touched the high water mark:

"The new burden of preparing our united people for the responsibilities of a closer union with Europe and for a share in the dominion over the islands and continents of the Orient, this new burden will fall on the school systems in the several States and more particularly on the colleges and universities that furnish the higher education. For it is higher education that must furnish the studies in history and in the psychology of peoples which will prepare our Ministers and Embassadors abroad with their numerous retinue of experts and specialists thoroly versed in the habits and traditions of the several nations. The knowledge required by our members of Congress and our executive departments will make a demand upon higher education for post-graduate students who have concentrated their investigations upon points in international law and the philosophy of history. Diplomacy will become a great branch of learning for us.

"This has been felt for some time, altho it has not been consciously realized. In the past twenty-five years the enrollment in higher education, in college work alone, has increased from 590 to 1,215 in the million; it has more than doubled in each million of people. The post-graduate work of training experts or specialists has been multiplied by twenty-five; for it has increased from a total of 200 to a total of 5000 in the nation. The education of the elementary school fits the citizen for most of his routine work in agriculture, manufactures, commerce, and mining. But the deeper problems of uniting our nation with the other great nations, and harmonizing our unit of force with that greater unit, must be solved by higher education, for it alone can make the wide combinations that are necessary. Shallow elementary studies give us the explanation of that which lies near us. They help us to understand our immediate environment, but for the understanding of deep national differences and for the management of all that is alien to our part of the world, deeper studies are required. The student must penetrate the underlying fundamental principles of the world's history in order to see how such different fruits have grown on the same tree of humanity.

"We must look to our universities and colleges for the people who have learned to understand the fashions and daily customs of a foreign people and who have learned to connect the surface of their every-day life with the deep national principles and aspirations which mold and govern their individual and social action. Hence the significance of this epoch in which you are assembled to discuss the principles of education and its methods of practice. There have been great emergencies, and great careers have opened to American teachers in our former history, but you stand to-day on the vestibule of a still more important age, the age of the union of the new world with the old world."

* *

How can the county institute be improved? If the county institutes are to be continued, some means must be devised to improve them. There are too many of them that are of so little value to the teachers that to ask them to spend time and money in attending them is unjust. There are many exceptions to this rule that are sources of real inspiration to all who attend. But they are the exceptions, and not the rule. In many institutes the same dull, mechanical routine has been pursued for twenty years. The teachers have become blasé. A visitor can sit for two hours, as the writer has done repeatedly, and not find more than one in five giving even passive attention to what is going on. The countenances of the teachers wear a bored expression, and they are free to declare among themselves that they attend the institute because the superintendent expects them to do so, and he grants the certificates. Here is a problem which the county superintendents and the instructors ought to take up and try to solve during the coming year.—*Geo. P. Brown.*

It is evident that George P. Brown has never attended an institute in the Pacific Coast States. He would find at least *one* in *four* attentive here. The institute is a problem. It has its place in educational progress, but there is a grave doubt whether many superintendents have secured the answer to the question, How to make the institute interesting and instructive?

* *

Patriotism is bearing us along on its flood and not all of us are careful to ask whither. Amid all the patriotic verses of the hour we may turn to the words of a patriot as true as any, tho he lived on the other side of the water, and apply them where we choose. It was on Nelson's death off the coast of Spain that Wordsworth wrote his famous lines beginning

> "Who is the Happy Warrior? Who is He
> That every man in arms should wish to be?"

lines which describe his ideal soldier, in the strongest possible contrast to the character of Napoleon. Wordsworth's hero is one who knows how to win the grace of life from a situation of peculiar temptations,—a man whose nature is attuned to gentleness,—true to the ideals of his youth in all his daily deeds, and abiding in that purity of spirit,—but a man who at the call of a great crisis in his country's affairs is "happy as a lover" to accept the post of danger and trust. We need not look far for our example. Captain Philip of the Texas has supplied us with material for many a lesson on patriotism this Fall, which should put the fire-eaters among us to shame. The silencing of those thoughtless boys, cheering as the magazines of the Oquendo exploded, and his words on the quarter-deck in the hour of victory: "I want to make public acknowledgment here that I believe in God, the Father Almighty. I want all you officers and men to lift your hats, and from your hearts offer silent thanks to the Almighty" are characteristic of that heart-culture which alone saves patriotism from the taint of brutality and rant. They should be told in every school house to-day in order that we may not forget them to-morrow. This is one of the men

> "Who, whether praise of him must walk the earth
> Forever, and to noble deeds give birth,
> Or he must fall to sleep without his fame,
> And leave a dead unprofitable name—
> Finds comfort in himself and in his cause;—
> And while the mortal mist is gathering, draws
> His breath in confidence of Heaven's applause:
> This is the Happy Warrior; this is He
> Whom every man in arms should wish to be."

The year 47 B. C. was the longest year on record. By order of Julius Cæsar it contained 445 days. The additional days were put in to make the seasons conform as near as possible with the solar year.

MORE HISTORY.

OUR navy has achieved another victory almost equal to the victory of Admiral Dewey, at Manila. The Spanish fleet under Admiral Cervera, which had been "bottled up" in the Santiago de Cuba harbor, attempted, on the morning of the third of July, to escape from the unfortunate predicament in which it found it self. They indulged a faint hope that some of the ships, the finest in the Spanish navy, might escape by fighting their way thru the blockade.

It was a brave but foolish attempt, and it is said was made under imperative orders from Madrid. Had the attempt been made at night some of the fleet might have escaped, but in sinking the Merrimac Constructor Hobson "builded better than he knew." It was so placed that an ironclad could pass it by daylight, but at night they dared not make the trial.

In the early morning the fleet in single file, led by Cervera's flag ship, steamed rapidly out of the bay, and as they came in range, opened fire on our ships. Our squadron immediately assembled to head off the would-be fugitives, and so accurately and vigorously did they return the fire that in a short time the whole Spanish fleet was either destroyed or compelled to surrender.

The Spanish squadron consisted of the Infanta Maria Theresa the Viscaya, the Oquendo, the Christobal Colon, and the torpedo boats Furor and Pluton. This was the fleet that it was feared would attempt to attack some of our Sea Coast cities.

The most remarkable thing about this engagement is that notwithstanding the heavy fire from the Spanish vessels, and from the forts while in range, the loss on the American side was but one man killed and two or three slightly wounded. The Spanish loss, besides those taken prisoners, was very heavy.

Admiral Sampson had steamed away in the early morning to have an interview with General Shafter, commanding the land forces, and could not return until the victory was well nigh won. Commodore Schley, who was first officer of the Maine when she was so treacherously blown up, had the pleasure of commanding our squadron. It need hardly be said that he "Remembered the Maine," and he is less or more than human if he did not rejoice at this opportunity of avenging the deed of shame.

CALIFORNIA'S ADMISSION DAY

SEPTEMBER 9, 1898.

[The following should be read to the pupils. It will interest them at this time.—ED.]

Our Golden State.

O'er all thy hills in spring-time
The golden poppies blow,
As if to tell what riches
Lie hidden where they grow.

And when the warmth of summer
Spreads over hill and plain,
It brings a golden harvest,
A wealth of waving grain.

Thru all the year the sunlight
In golden glory lies,
And to thee, Land of Summer,
It lends a golden guise.

No wonder that they call thee
The Union's Golden State—
Gold on thy breast thou wearest
And sunbeams on thee wait.

—*Mary Goddard Cogswell.*

How California Came Into the Union.

The war with Mexico resulted in the United States securing the territory of California, and other lands, just as the present war will result in the expansion of the United States. The people of California soon after the war wanted to form a State. A convention met at Monterey, September 1, 1849. A constitution was adopted, officers elected, and laws passed before California was admitted into the Union. The first legislature met at San Jose. It passed many laws and gave the names to the counties of the State. Fremont and Gwin were elected United States Senators. They went to Washington and asked that California be admitted to the Union. The President sent a special message to Congress about California.

Reference Topics.

Convention at Monterey.
The first U. S. Senators.
Webster's Speech.
Seward's Speech.
Calhoun.
September 9, 1850.
Why the Admission was Opposed.

The giants of the Senate—Clay, Calhoun, Webster, Seward, and Jefferson Davis—men whom you will read about in the history of your country—were interested in California. Calhoun and Davis did not want California admitted because of the slavery question.

Almost the last speech Calhoun made was against California. He thought it would bring trouble between the North and the South. He tried to talk again, but was too weak, and another Senator read his speech. It was a great speech in all the arts that go to make up a fine oration.

Daniel Webster said: "I believe in the Spartan maxim—'improve, adorn what you have; seek no further.' I do not fear slavery in California, because the soil, climate, and everything connected with the region is opposed to slave labor. There has been talk of secession, peaceable secession. You might as well talk of a planet withdrawing from the solar system without a convulsion, as to talk about peaceable secession.

"The Union, which has been so hard to form, has linked together the destinies of all parts of the country, and has made a great nation, because it is a united nation, with a common name, and a common flag, and a common patriotism. It has conferred upon the South no less than upon the North great blessings.

"There may be violence; there may be revolution; the great dead may be disturbed in their graves.

"All this is possible, but not peaceable secession. The Union is one; it is a complete whole. It is bounded, like the buckler of Achilles, on either side by the ocean."

William H. Seward, another name that you will hear more about in history, said: "California ought to be admitted at once; California comes from that clime where the West dies away into the rising East; California, which bounds the empire and the continent; California, the youthful queen of the Pacific, in robes of freedom inlaid with gold, is doubly welcome!

"The stars and stripes should wave over its ports, or it will raise aloft a banner for itself. It would be no mean ambition if it became necessary for its own protection to found an independent nation on the Pacific.

"It is farther away than the old colonies from England; it is out of the reach of railroads; the prairies, the mountains, and the desert, an isthmus ruled by foreign powers, and a cape of storms are between it and the armies of the Union."

The delegates from California prepared a new address in which they related in detail the claims of California to be admitted into the Union.

It seems strange now, when there is no longer any division between North and South, that Congress should hesitate to receive as part of the Union the Golden Land of the West.

The bill making California a State passed the Senate, August 13, 1850. There were thirty-four Senators who voted for it, and eight against it. On September 7th, the bill was up for passage in the House. There were several attempts to defeat it, but it was passed by one hundred and fifty-four ayes against fifty-six noes.

The President, Millard Fillmore, signed the bill September 9, 1850. California was the thirty-first State--the thirty-first star in the flag, in order of date,—but the peer in many respects of many States in the Union.

It has contributed more than its share to the material and intellectual wealth of the world. Its treasures of gold, of soil, of climate; the patriotism of its citizens; the excellence of its schools, churches, and libraries; its spirit of progress, its color and art atmosphere, make California the ideal Golden State.

MORAL PATRIOTISM.

Noble Sentiments Expressed by Senator Hoar of Massachusetts.

The rebuke which Senator Hoar administered to Professor Charles Eliot Norton of Harvard, for the latter's Toryism, was one of the severest of verbal castigations. It has not only silenced the professor, but has attracted almost national attention. It was in the course of an address in Worcester, and after he had gloried in the present achievements of American arms, in the reunion of the North and South, and in the renewed respect and love shown this country by England as the result of the war, the venerable Senator thus pitched into his college classmate:

"The trouble with Professor Norton, who thinks his countrymen are lacking in a sense of honor is that there are two things he cannot in the least comprehend. He cannot comprehend his countrymen and he cannot comprehend honor. In a true philosophy the sense of honor and the sense of duty are one. Wordsworth says that 'honor is but the finest sense of justice.' There never was a people on earth who, as to the great subjects of public conduct, were actuated by a finer, by a profounder sense of duty and a cleaner sense of justice than the people of the United States in this generation and at this hour.

England and America.

"Poor Professor Norton, color-blind and music-deaf. At this day, when the North and South are coming together; when Mother England is learning to know her daughter and to love her again he says that it is characteristic of the American people to be trifling, and that he feels, with Horace Walpole, that he should be proud of his country were it not for his countrymen. Heaven knows that I do not say this from any desire to inflict pain. But it is due to the youth of the country; it is due to Harvard that somebody shall say this. If such utterances are to go unreproved from our foremost university, manhood and courage and honor will follow athletics to Yale, or will follow classical learning to the English Cambridge. There can be no worse lesson. It is a lesson which never will be taught in Clark University to tell the youth of the country that their country is base. The feeling of dislike and contempt for us in England which the utterance of Professor Norton and men like him have done so much to foster, is giving way to better knowledge. I do not believe it can be revived again by such utterances as these.

"The best instruction which the youth of a country like ours can have is its own history, and the best result of that instruction is a good hope. If any man attempt to tarnish or destroy either, if it be due to ignorance, it is pitable; if it be due to arrogance or conceit, it is criminal.

"If these utterances came from an enthusiasm for a loftier idea, from a desire to raise the country to a nobler or loftier plane we might forgive them, but the men who utter them have neither enthusiasm nor ideals. It is the doctrine of arrogance, of contempt, of pessimism, of bitterness, of despair.

Honor is Found Everywhere.

"Honor, like all the great sentiments, is incapable of exact description or portraiture. But the American people know what she is well enough. She has dwelt among them from the beginning. She does not disdain to be the solace of the poor man or the companion of the humble. She is found in the plain dwelling of the farmer. She sits by the citizen on the wooden bench of the town house and by the nurse at the dying bed in the hospital. They know least of her who chatter and prate about her in the safety of college lecture rooms. But our boys know all about her. She comforted Grout as he sank beneath the waves in the Potomac at Ball's Bluff. The touch of her soft hand was on the forehead of Spurr when, as his last act of authority, the dying hero ordered back to the ranks the men who would have borne him to a place of safety, and so, instead of one, gave three soldiers to his country. She, invisible but with a most intense and real spiritual presence, stood on the deck of the Merrimac with Hobson and his brave boys. It is she who in God's time shall whisper comfort to the sorrowing hearts of the father and mother of Benchly, who died in the trenches at Santiago.

"I suppose that in the last analysis the sense of honor is nothing but the sense of duty, governing the man without other constraint than his own free choice and leading him to self-sacrifice. In the bosom where it bears sway noblesse—noblesse oblige. But for its highest manifestation there must be to use Jeremiah Taylor's phrase, 'a will apt for noble choices,' and a heart capable of a mighty love.

"If we continue to act on the motive which inspired this war in the beginning we shall hold a place in the solid respect of mankind such as no nation ever held before. We have but one task remaining to us. We have to do once more what Israel Putnam did in the old time—pull the wolf out of his den. The navy has done its work. A Spanish commander when the explosion destroyed the Maine, said it was due to the notoriously slack discipline on American ships. I wonder if he thinks so now?"

The Senator paid an eloquent tribute to Hobson and his men and to Clara Barton, and continued:

"I thank God that day by day my country is growing better, that my eyes in my old age look out on a fairer land, that my ears as they grow deaf will hear the tones of brave voices."

"Near to Nature's Heart."

Marion had just been called indoors to help her sister perform some light task when, hearing some remark about beautiful houses, she forthwith exclaimed, "I think 'outside' is the most booful house in all the world."

Lullaby.

Sleep my dolly, my dearie
  Sleep and dream, and dream, and dream,
Till the sun sends in his very first gleam.

Sleep my dolly, my dozy,
  I've tucked you in so cozy,
And kissed you, and whispered a soft good-night,
  Then slumber and rest in your cradle white. H.

An Old-Time Favorite.

Oh, a wonderful stream is the River of Time,
  As it flows thru the Realm of Tears,
With a faultless rhythm and a musical rhyme,
And a broadening sweep and a surge sublime
  Ere it blends with the Ocean of Years.

How the winters are drifting, like flakes of snow,
  And the summers like buds between!
And the years in the sheaf, how they come and they go!
On the river's breast, with its ebb and its flow,
  As they glide in the shadow and sheen!

There's a magical isle up the River of Time,
  Where the softest of airs are playing;
There's a cloudless sky and a tropical clime,
And a song as sweet as a vesper clime
  And the Junes with the roses are straying.

The name of that isle is The Long Ago;
  And we bury our treasures there;
There are brows of beauty and bosoms of snow
There are heaps of dust—oh, we loved them so!
  There are trinkets and tresses of hair.

There's a fragment of song that nobody sings,
  And part of an infant's prayer.
There's a lute unswept and a harp without strings,
There are broken vows and pieces of rings,
  And garments our loved used to wear.

There are hands that we waved, as the fairy shore
  By the mirage is lifted in air
And sometimes we hear, thru the turbulent roar
Sweet voices we heard in the days gone before,
  When the wind down the river is fair.

Oh, remembered for aye be that beautiful isle,
  All the day of our life until night;
And when Evening comes, with her beautiful smile
And we're closing our eyes to slumber awhile,
  May that Greenwood of Soul be in sight!

—*Benjamin Franklin Taylor.*

The Mammoth Rock District School near Cambria, San Luis Obispo Co., has reopened. C. C. Potter has been elected clerk and Miss Anita Hayes, teacher.

Dr. C. M. Fisher, a noted physician and for many years a teacher in Alameda County, died of typhoid fever, recently. He was a nephew of Philip M. Fisher, and a young man who was loved and respected by all who knew him.

Mountain Park Resort above the sea in the mountains, near Cambria, San Luis Obispo Co., has been popular with teachers and others this season. The fine mountain air, the natural parks, canyons, sulphur springs and opportunities for walks, horseback rides etc., make it an ideal place. Mr. and Mrs. Fred Lehman know how to make a vacation pleasant at their beautiful home. Among those present this year were Miss Sue Morrison, Miss Alice R. Power, Mrs. Williams of San Francisco and Miss Mabel Perley of Modesto. It is an ideal place for teachers.

Dr. Winship, editor of *New England Journal of Education* writes as follows of Superintendent S. T. Black:

One of the best features of the modern power in education is the way in which it develops men who have large responsibility. There are many superintendents whose official opportunities have developed large resources. One of the best illustrations of this tendency, which samples that of many, is seen in Hon. Samuel T. Black, who was eight years ago a high school principal in a comparatively small town in California; he became county superintendent, and four years ago was elected State Superintendent of Public Instruction. In these four years he has shown himself a man of broad gauge, intense activity, and genuine professional heroism, and he ranks among the foremost state officials of the country. As vice-president of the National Educational Association, and especially as a member of the Committee of Twelve, expert educators chosen from all over the country to grapple with the rural school problem, he has shown himself one of the most intelligent and courageous men of the country.

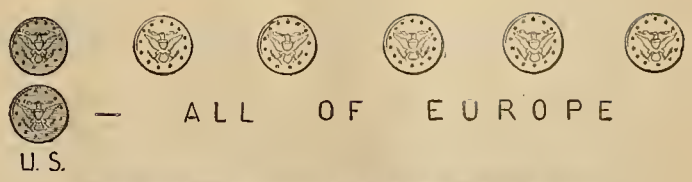
Progress in Text-book Making.

The world's cotton crop.

IN THE making of text-books, in all probability, the most marked advance has been in those upon the subject of Geography; and among those, not another in the last dozen years has been so fortunate from the stand-point of pedagogy, typography, subject-matter, and arrangement as has been and is the Natural Series, published by the American Book Company.

The world's commerce.

The illustrations from title-page to cover (and wherever possible photographed from actual scenes) are most clear-cut, attractive, and instructive. The accompanying, found in the Advanced Geography, are to the careful student, commendatory of the book which is simply full of such choice material as to cause even the experienced teacher, who has been familiar with almost every book from "Mitchell's Elementary" up to date, to wish himself a boy again that he might experience the delight incident to the study of this book, or series.



Comparative wealth of the United States and Europe.

The cotton crop which, in its area of cultivation is confined to a small section of the United States is thus shown to be four times the amount produced by all of the other countries of the world.

The world's output of gold and silver.

In like manner, one-fourth of the commerce of the world is shown to belong to the United States.

About 500 years b fore Christ. About the time of Christ. About the year 500. About the year 1000.

About the year 1500 About the Year 1900

The progress of geographical discovery; the darkest tint indicates unknown regions.

How terse and how forcible is the above illustration showing the evolving knowledge of the world's surface from about five hundred years before Christ to the present time.

Notwithstanding the density of the population of the countries of Europe, by the following illustrations, the United States is seen to have one-fifth as much as all of them together.

And with all of their wealth, the United States is found to have two-fifths as much as all of them.

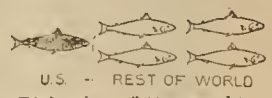
Comparative population of the United States and Europe.

The world's wheat crop.

One-fourth of the world's output of gold and silver is found to come from the United States, as shown by this illustration.

The wheat crop of the United States is found to equal that produced by all of the other countries of the world, the area devoted to its culture, being confined to a little over one-fourth of our country, as shown by a map accompanying the illustration similar to other maps used in the same work.

While "the fisheries of the world are of less value than other industries," one-fifth of the amount caught belongs to the United States.



Fisheries of the world.

Friday Evening Chip Basket.

III.

By ALEX. B. COFFEY.

THE rest is over; and the short vacation has, unbidden, rounded to a close. Out in orchard, field, or meadow, working for a wage, or at home doing the bidding of authority, or off among the hills and mountains, breathing, for a short space, heaven's own unsullied air, have children gone as necessity or whim might suggest or opportunity permit. And teacher, too, if not forestalled by too slender income, has found new life and recreation mid other scenes than those which enslave attention, thought, and mind so long as duty holds her at her post. Those who went away to find surcease from toil have returned with stronger body, mind, zeal, and hope to renew with vigor the trust from which they turned aside the other day; while some, confined at home by business cares, kindred ties, or lack of funds, must supply the want of rest by another draft upon an already lessening store of energy. But, driven by an exacting voice which knows no difierence between the wearied and the rested soul, each must approach the class and desk in competiton with his fellows. May Heaven strengthen them whose hold upon the plow may not be released even to insure increased diligence; and be praised for that respite which sends others back reinvigorated for their toil! In charity, I grudge the one, and give my hand in sympathy unto the other.

* * *

BUT out yonder by the country road. the cracked bell rattles once again in unison with the deeped-toned monster in the city tower. As intonations die away in distance and echoes blend in one, teacher, youth, and child, find their way to the public school; and I, true to the habit of other years, and for a present purpose, mingle with the throng who neither bar my entrance nor refuse the fellowship I crave. Once more a few vibrations of the bell and we pass into the school, they, teacher and student to apply themselves, and I to study those who teach and study. Thus do I occupy my mind, not with these alone. but with these and others, already known, until the week slips by and ends itself in Friday eve. And so, 'tis Friday now, and evening. The gas is lighted in my room(study some have called it); and now let me recall and review the doings of the week. And first the school.

* * *

A FEW short words of pleasant greeting, of admonition, and of hope, and the work begins. However far from strange some faces are, there are two which I know full well—two which I have seen before, have learned to note with peculiar care and more, much more than common interest. Who are they?

They are my friends, the little girl from Nob Hill and the little boy from Barbary Coast—the child of luxury and the child of want. There they sit with two feet of aisle between. An impassable aisle 'twixt the extremes of human life? Let's see. An hour slips by and I have something to remember. The little girl is sitting with head erect, elevated nose, and averted eye—strange paradox, —at once ignoring and condemning, seeing and yet pretending not to see the "thing" she would not notice. The boy with head erect, flashing eye, and gritted teeth shoots mental flames at one who will not deign to return the fire. Just now the recitation's called, and they, the girl and boy, by common impulse led, seek extremities of the class. Here, at least for a time, is each in part relieved of the presence of the other; more, however, by distracting thoughts than distance and intervening classmates.

What caused the friction, unexpressed, between the children? While puzzling his brain for one small initial thought as key to unlock his lesson, the boy heard the rustle of a dress; and turning, noticed for the first (?) no, the dozenth time, his silk-clad neighbor. He could but note the dress, the French-kid shoes the jewels which she wore; and silently, he wished his mother could dress as well; and then he noticed the rosy cheeks, the clear blue eye, the silken hair, and was wishing that he were just as happy as she seemed to be, when she turned and caught his gaze, and at once resented his impudence (?) after the manner of her inheritance, and the education of example. What right had he with his patched and repatched raiment, his sockless shoes, his freckled face, and his faded hair to stare at her in manner such as that? She would teach him a lesson. She did. Into that one look and act she poured her soul of disdain and scorn. The arrow hit its mark; and the hot life-blood leaped a flame into that boyish face. What more? From that instant, each knew the other as his *natural* foe.

* * *

NATURAL? Yes, natural. Why? For this reason:—If in the mind of man, or beast, there is aught analogous to the law of "Cause and effect" in the material world, those children could not, just then, have done other than they did. It were as easy for the mountain brook or torrent, to change its unobstructed course as for the mind, undirected by a higher power, to divert itself from its accustomed trend. Strange doctrine this; but, I believe as true as strange. Suppose we return to the homes of those children. We were there, at least I was, the other day. As I saw them then, so do I now.

* * *

FIRST, let us look in upon that mansion on the hill,

> "The pomp of power,
> And all that wealth e'er gave,"

and over all, the haughty matron, presiding genious of the home. Here this little girl whose neatness of dress and person was the special function of a "maid," who knew no other care, and whose exemplification of the latest in style and fashion was dependent upon the Parisian mantumaker of the "upper-ten," and for whom even the door was opened by a "flunky" had passed her restricted life, free from contact with common folk whose plain attire and work-soiled hands were known to her only as she looked with curious eyes from plate-glass window of her costly carriage. She had been taught by example and injunction to avoid coarse mannered men—men who know not how to appear in full-dress suit and silken-tile in drawing room or theatre. Yet, now she is brought rudely face to face with one who in miniature, impersonates the very thing or things which she has been taught to shun. There, within arm's reach, he sits and stares and scowle and frowns. So near that he could reach forth his hand and touch her sleeve; and it may be, would but that he fears correction.

What will she do? What can she do? What must she do? As humanity ever does, reverting to lessons of the past whether of precept or otherwise, she acts upon the impulse, resents the presence, and rebukes the mein of one who even by accident is brought within her sphere. Again, I say she could just then have done nothing else.

* * *

THE home of want, distress, and suffering. The cheerless room neath the sky-light of the tinder-box; and the mildewed and creaky stairs which lead thereto. The pale-faced sufferer in the corner there—the sufferer whose prayers and tears have driven her boy reluctantly to school. This is the other home.

And in home like this, the kindly heart and the nobler impulse which sometimes actuate the millionaire are seen thru the contracting lens of envy; (that envy has double force if the wealth be an hours' accident or if the grudging one by the same means or other have lost inheritance) while those qualities which all men hate escape not the eye which magnifies. Here the moss-grown roof lets in the rain but shuts out hope; the patched and threadbare garb of charity warms not the form it covers; and the stale and hardened crust keeps yet a little life in the faint blood which courses its feeble way up to the cheek. The blended rays of health and hope and happiness find not their way into this home while he, who goes and comes across its threshold, selling penny matches at a phantom profit and protecting while he does the bidding of his sick mother, is stranger to the bright-faced child of affluence whose father's freezing word and domineering mien he hates with the intensity of his soul. But there she sits—she whom, when first he sees, he thinks so happy and so beautiful in her neat attire until in her haughty air and elevated nose he sees again her father's very self. Then, what? What does he think? What should he think? What must he think? Here again, must we find the dictum of ethics subject to the unwavering law of philosophy. Reverting as by instinct to unforgotten scenes—his slum-bound life, his mother, by reverse of fortune thrust out from a home of plenty, to a lot of direst poverty and distress, his devotion and his many trials, and the cold and withering rebuffs which he has had to meet all come crowding in and his proud spirit asserts itself in the flashing eye and crimson cheek. Nor could he have done other than he did.

* * *

RESENT however much we may the unwelcome thought, this, this is life; and these children whom we have followed from the limits of society are but following the only trend which they can and must until, by wisdom led, the higher soul of equality and right asserts itself.

The N. E. A. at Washington, D. C.

An Important Session Noted for Keen and Scholarly Addresses. California Wins the Next Meeting.

The National Educational Association met at Washington, D. C., July 6-13. It was a great week. A large number of the nation's most prominent educators took part in the proceedings. Los Angeles, California, was chosen as the next place of meeting. Mr. W. E. Sheldon, of Boston, reported the following nominations:

The List of Nominations.

President, E. Oram Lyte, Millersville, Pa.; Secretary, Irwin Shepard, Winona, Minn.; Treasurer, I. C. McNeill, West Superior, Wis,; First Vice President, James M. Greenwood, Missouri; Second Vice President, W. W. Stetson, Maine; Third Vice President, E. B. Prettyman, Maryland; Fourth Vice President, H. C. White, Georgia; Fifth Vice President, Joseph Swaim, Indiana; Sixth Vice President, J. R. Rightsall, Arkansas; Seventh Vice President, R. S. Bingham, Washington; Eighth Vice President, Frank B. Smith, Kansas; Ninth Vice President, E. B. McElroy, Oregon; Tenth Vice President, McHenry Rhoades, Kentucky; Eleventh Vice President, J. Y. Joyner, North Carolina; Twelfth Vice President, S. N. Hopkins, Oklahoma.

The following directors were chosen from the Pacific Coast: Washington—O. C. Whitney. Oregon—J. H. Ackerman. California—Prof. E. E. Brown.

Extracts from Speeches.

Elmer E. Brown, of Berkeley, was one of the most active members of the Association. His address on the Larger Educational Idea, was spoken of by the press of Washington as an able effort.

The University Idea. "We have seen in recent days a strange phenomenon. The universities have become popular. Little by little they are making their way into the hearts of the people, and never before have the happenings within college walls elicited so much popular attention. Our American universities sustain a peculiarly close relation to American life.

"This is the university era. It indicates that an American institution has the opportunity to do a great work. The future belongs to that university which can make the primary and secondary school part with itself in that larger university idea wherein dwells liberty. The problem of the unification of the schools is as difficult as delicate as it is vital. The lower and the higher education must be found in one, but in such a way that neither shall be hampered in its freedom by the others.

"The larger university may be pictured as a tree of knowledge. It has a large central trunk of liberal culture, and then it has branches of technical, industrial occupation, which bear the fruits of life. If this be true, it means that university education must devote itself to the interjection of the whole educational system."

"The personality of the teacher is the dominant factor. We have truth, but truth cannot be taught by an abstract process. The measure of a teacher's personality is what he can teach to children; what effect he may have in shaping their conduct.

"A little while ago, I saw a crowd of people gazing at the sky. Looking up, I noticed a huge kite with a star spangled banner floating beneath it. All eyes were fixed upon the almost sublime height of the emblem, and so the sublimity of the aspiration is needed for the development of personality. Do not think that teaching is the mere mechanism of the school room. Teaching is life-giving, life-getting. Mechanism is only the excellent servant; it should never become the master."—*James M. Milne.*

Cultivation of Conscience. "The child has capricious moral impulses side by side with equally capricious anti-social impulses. He early acquires a pretty rich, and it may be, a very pedantic customary morality. He is likely to possess a strong interest in the unseen world; and he may repeat many savage forms of Tabu, that is, of dread of the unseen, and of acts founded upon such dread.

"All these constitute in the child, as in the race, the basis for the evolution of conscience; but they do not constitute conscience, which in the child as in the race, is an evolution, and is not innate. The problem of the education of conscience is to produce in the child an organization and re-arrangement of these three factors, parallel in some respects to the sort of organization and re-arrangement that occurs during the transition from savagery to civilization, when the ideal of holiness gradually develops out of earlier forms of Tabu."—*Emerson E. White.*

Man the Symbol User. Man is the inventor of a thousand arts. In no direction has his inventive genius done more to facilitate his work and his intercourse with his fellow-men than in the invention of the symbols which he uses to facilitate thinking, and to aid the communication of thought to others. Professor Schaeffer dwelt at some length upon the impossibility of teaching well without perceiving the function of the symbol in all thinking and in all school work, and in conclusion said:

"The flag is the symbol of our national life. The Cross is the symbol of the Christian's faith and hope. When these are rightly used, they become helps in imparting patriotism and Christianity, and in fixing these as potent factors in the hearts and lives of the rising generation."—*M. C. Schaeffer.*

"The chief function of every age is to perpetuate its civilization by the education of its children. It was so with the Hebrews, with the Greeks, and with the Romans, and it is also true in modern times."

Dr. de Garmo went on to show that the teacher must be a master of the products of civilization, which are the studies such as history, mathematics, science, language. Since these are the instruments whereby the child is trained to fill his place in the social order in which he is to achieve and maintain his freedom, the teacher must also comprehend the child to be educated. This he can only do thru prolonged study and observation of the children themselves. One of the chief functions of the teacher is to perfectly adjust studies to the child during all stages of his growth.—*Dr. De Garmo.*

Mental fatigue. The question of mental fatigue with school children concerns itself with the amount of work that may be put upon the nerve centers, so that the highest power of efficiency that these cells are potentially capable of preforming may not be impaired. The studies which have thus far been made to determine mental fatigue divide themselves into two main classes: The first class comprises all those investigations in which some formal exercises as addition and multiplication of figures, memory tests, the filling in of words and letters which have been omitted in sentences, and the bisecting of lines—the fatigue being measured, it is assumed, by the number of errors and inaccuracies made.—*Prof. E. R. Shaw.*

School Furniture. Upon most of the material appliances used in the school room, such as seats, blackboards, and maps, there is such practical unanimity among school people that no discussion is needed. I will simply state the consensus as I understand it:

First, school desks and seats—Both desks and seats should be adjustable to the size and shape of individual children. Desks should be provided with book-rests parallel with the eye when the body is in an erect position. No entirely satisfactory adjustable desk has yet been invented, the elements almost universally lacking being simplicity of construction and ease of adjustment. The best form that I have ever seen in these respects is that of the ordinary piano stool with clamps to hold the desk and seat in place. The desk that I saw, however, was supported with sufficient strength. I believe that this is the principle of the coming adjustable desk.

Second, blackboards—All school-rooms should be equipped with blackboards covering all the available space. These boards should be of slate, and should be placed at suitable heights for the children of the grades that are to occupy the rooms.

Third, maps—No generalization can be made in regard to maps, except that all schools engaged in the study of geography should have an abundance of maps of various sorts, such as the work requires. If but one kind of map can be obtained, it should be a physical map. It is well for maps to hang open before children even when not in direct use.

Fourth, baths—There is no reason in the nature of things why schools should not furnish baths to those children who are not bathed elsewhere. The cost of two bathing tanks, one for boys and one for girls, in each large school building would be slight. The difficulties of administration are much less than they at first appear. I have no doubt that most of us will live to see the school buildings erected in crowded and poorer districts of our large cities equipped with bathing facilities.

Fifth, &c. 1—This title I suppose covers matters not included in the program elsewhere. I will speak of but one.

1, playgrounds—In villages and small cities, with the country all around, the necessity of playgrounds is not so apparent, but in large cities they are necessary for physical and moral health. The great obstacle seems to be the cost of ground. Except in the very largest cities this should not be allowed to interfere. No school superintendent should allow his Board of Education to rest contented with a new school site that does not include ample playgrounds, for free play is the best exercise. In the very large cities the roof playground, adopted in New York, seems to offer the needed solution of the difficulty, but wherever obtained, playgrounds must be furnished.—*C. B. Gilbert.*

"Are you installed in your new house, Tommy?" "No'm, we paid cash for everything."—*Scribner's.*

Elsie was trying to eat a dessert of gelatine, and had some difficulty in conveying the quivering spoonful to her mouth. "Mamma," she said at length, "I don't b'leeve I like such nervons desserts."

First Bookman: Why were Agent Jones' copy books not adopted at Spodunk? Second Bookman: Simple enough. The Spodunk board is somewhat orthodox. Jones demonstrated his vertical system on the blackboard with a cue. In his absence of mind he first chalked the end of it.

The teacher was asking questions. Teachers are apt to ask questions, and they sometimes receive curious answers. This question was as follows: "Now, pupils, how many months have twenty-eight days?" "All of them, teacher," replied the boy on the front seat.

Conducted by ELSA HAASE.

To Be, or Not to Be.

Which is the impending fate of the program? Old, decrepit, hackneyed subject! But we must not drop it just now when its fate hangs in the balance; needing support it is to survive or a vigorous push to send it once and for all into eternity where we may hear no more of the pros and cons concerning it.

In the November number of the "*Western Child Life*" (1897) there appeared an article headed "Personality in the Kindergarten," which contained these lines:

"The teacher who is compelled to use a program (often provided by some one else) is in danger of stagnating. It is well to have a general program, altho a true Kindergartner does not need one."

Farther on this suggestion is made, "Let us go into the school room some day without knowing what we are going to do and catch our morning lesson from some suggestion given by the children."

To follow the suggestions of the children is certainly a most important part in conducting a true kindergarten. We see far too much of the opposite, where the children follow and carry out the teachers' thoughts and ideals instead of being encouraged to create and develop their own.

But a house must rest upon a foundation, so it seems to me, must the daily work in kindergarten rest upon a systematic, carefully thought-out program, in order to avoid the uncertain, vague, vacillating, chaotic kind of work prevalent in so many kindergartens where only a general program and sometimes not even that, is used. A teacher who is thoroly self-sufficient, over-flowing with ideas and possessing infinite resources may be safe to go to her work with no program, but the ordinary kindergartner would be apt to find herself in the state of a workman without his tools.

There are two distinct kinds of programs, the "cast iron" and the "elastic" program. Only a very deficient kindergartner could make out and apply the latter, but the question is whether she is not better off with even a "cast-iron program"—which never varies tho its subject be "Sunshine" and the rain is pouring down,—than she would be with nothing to fall back upon, for such a teacher has of course no resources to draw from.

Prof. Hailman says in speaking of programs: "Is it not absurd to plan what the children are to be interested in, a month, two months, six months ahead?" It is and it is not. We know very surely six months ahead that in December the children will be all interest in the thought of Christmas and we can plan accordingly in a general way; we know as surely that in April and May the children will be interested in the early flowers and growing things and in California the Fiesta will be uppermost in their thoughts and so on indefinitely. Our elastic program will admit of much change in detail but we will be better able to respond to and carry out the children's suggestions in consequence of the thoughts and ideas generated by our working out a good program. The poor teacher will necessarily have more slip-shod, aimless, characterless work if she has no program to hold her in check, while the competent teacher can only receive added help by arranging for every month, week and day, a clear, logical, systematic outline of the results she wishes to accomplish thru any given plan of work, even tho she should ultimately discard the program entirely to follow a new line of thought suggested by the children. She is stronger for having concentrated her ideas and systematically arranged them in a written program.

In Grace Hallam's journal, published in the March *Kindergarten Magazine*, she says:—

"I find it absolutely necessary to know quite definitely what one is to do during a morning, even if she doesn't do it. The organized sense one carries makes the background for any amount of shifting scenes or new thoughts that may come in, but woe to her who relies upon the inspiration of the moment, and comes before the children with a nebulous idea that something will present itself upon which to hinge the activities of the morning. Something will, but the organization of your old plan is perfectly convertible into the new mood and the new inspiration, whereas ambiguity is convertible into chaos and disorder and nothing else.

In the above, we have in a few terse sentences, the benefit of programs plainly illustrated and the harm of doing without them.

CHARLOTTE SHERWOOD MARTINDELL, Milwaukee, Wis.

In the first lessons with the cylinder I found the following a good practice.

Instead of saying:—"Can you think of anything that this cylinder looks like?" or any such formula. I began the scheme of comparison by saying,—"How can you make your cylinder like a tree?" Or "Show me how a street-roller looks." A variety of comparisons were volunteered by the children after that.

H.

The Functions of the Kindergarten Club.

1. It should organize into a whole, all the kindergarten force of the community.
2. It should promote in a methodical way the desires of its members for study of self-culture and for wider professional thought.
3. It should sustain an element of sociability in the body of workers.
4. It should institute a propaganda movement for arousing interest and winning favor in obdurate communities.
5. It should seek to jealously guard the best interests of the system against legislative limitation against political machination or popular prejudice.
6. It should aim to bring about the much-talked-of unity of home and school.

Secretaries of kindergarten or child-study organizations, training teachers, mothers of little children and kindergartners are invited to send reports and accounts of experiences to the *Western Child Life*.

Address

THE WESTERN CHILD LIFE
1117 Maple Ave, Los Angeles, Cal.

A WESTERN CHILD.

SCHOOL DEPARTMENT.

EDITED BY CHAS. H. ALLEN.

TALKS ABOUT WATER—NO IV.

We have now seen that when water is heated to 212° it is converted into steam, and that the steam carries off the heat so rapidly from the surface of the water that we cannot raise the temperature.

Heating by Steam.

This heat that the steam carries off is given up when the steam again becomes water. If the steam be forced thru pipes into buildings, it soon condenses in the pipes, giving off its heat; this heats the pipes so that they warm the rooms thru which they pass.

The pipes have to be so arranged that the water from the condensed steam can run out. This is distilled water.

The temperature of steam being 212° higher it is much used for cooking. Food will cook in steam quite as readily as in water, but there must be a constant supply of new steam. Most kitchens are furnished with steam cooking vessels.

Water as a Solid.

As a body of water cools it becomes denser, and as the cooling is generally at the surface the cooled layer sinks to the bottom and another layer takes its place, in its turn to be cooled, and to sink.

In this way a body of water, on a cold winter night is cooled down to the bottom, to nearly 32°, which is the freezing point.

This 32° is so many degrees above a point called zero, and from zero all measurements of temperature are made.

When the thermometer stands at zero it simply means that the air around it is 32° colder than freezing.

In many parts of the United States the temperature sinks even 40° below zero, or 72° below freezing. At such times, you will understand, water cools very rapidly.

Suppose, then all the water in a pond or lake has been cooled to nearly 32°. Now if the process continued, as it would on one of those cold nights, the whole body of water would fall below 32° and freeze solid to the very bottom.

This would kill off all the animal life and it would take a long time for the ice to thaw, as when it began to thaw the warm water would be at the top where it would remain.

We come now to one of the most wonderful and benificent provisions for preventing such a calamity, for calamity if would be.

Expansion of Water at Freezing.

A very little before the water reaches the temperature of 32° it expands and of course, becomes lighter. Thus when it freezes only the thin layer at the top reaches 32°, all the water below being a trifle warmer.

As this thin layer freezes, or becomes crystallized it expands more, becomes still lighter and what seems very strange, it gives off a little heat.

A part of this heat is given off to the air, but from the under side of the ice it is given to the water. This as you will see must warm the water a little.

The cold air above continues, however, to cool this thin layer of ice until the cold passes thru the ice and freezes even this warm layer, and thus the ice thickens.

But every freezing gives off heat, and now as this all goes into the water below, you will understand that the ice grows thicker very slowly.

So it happens that during a very cold night not more than one or two inches of ice forms. As the ice becomes thicker much less forms, and after a week's very cold weather will not form more than six inches or a foot of ice.

Air Holes.

I have already told you something of the air or breathing holes, as they are often called, in the ice.

You can now understand how these are made. Rember that every layer freezing must give off some heat.

As this heat cannot well get out thru the ice, to the air, it is given off to the water below, warming it a little, with each freeze.

This warmer water creates little currents and these coming together at some good point, give off their heat to the ice above, melt it thru, and an air hole is formed.

This will remain open all the winter, no matter how cold it may be, as the warm currents will all flow towards these holes, and from these, in cold weather, a warmish vapor is always rising.

Here is where the water takes up the air, or becomes aerated, so that the fish and other breathing animals can have their supply of oxygen.

Some Curious Facts.

When the wind blows enough to make a ripple on the water it does not readily freeze, for the ripple breaks up the thin layer that has begun to expand, and mixes it with water from below, which has, in turn to be expanded before it freezes.

The same is true when there is a ripple in a stream. The still water freezes first and if the cold continues finally the water near where there are ripples, will freeze into what is called "slush ice," or "anchor ice."

The expansion of ice at the point of congealation, or the freezing point, produces some peculiar phenomena. I have frequently seen iron kettles that have been left out, full of water, during a cold snap, burst in twain, and it is very common to have water pitchers and glasses broken in the same way.

You can well see that on large bodies of water this expansion would become immense, and the result is that breaks occur in the ice, crushed thru by the expansion, and great piles of ice are lifted up by the force.

It is in this way that the "ice flows" and the "hummock ice" are formed, of which you have read, in books of Arctic travel.

Glaciers.

Glaciers, or frozen rivers are great bodies of ice, constantly being forced along by the freezing of the water at or near their head, and emptying great masses of ice into the ocean which float off as icebergs.

I have not time to tell you much about glaciers, but will leave that for your teacher. A little thought will, however, show you that this expansive force is so great as to be almost irresistible.

How This Force Benefits Us,

The effect of this expansive force in "World Building" you will better understand after you have studied physical geography, and altho some of you have not seen much freezing, you will understand the following illustrations.

When the earth, to the depth of a foot, is well saturated with water, if it is frozen, all the water is crystallized, and expanding, separates the ground into small fragments—pulverizes it.

This makes it easier to work and more productive. The adobe soil in California if it could be hard frozen, to the depth of a foot would be much easier managed.

Pieces of sand stone when thoroly soaked, if frozen are also pulverized making good soil for most crops.

Granite is a very hard rock, yet I have seen large flakes of it scaled off, when the water that had crept in thru a small fissure was frozen.

Some Injurious Effects.

Frost, as you know, kills many vegetables, and sometimes, even large trees. The juices, or sap of these plants or trees, are all in little tubes or capillaries.

As this sap freezes its expansion bursts the capillaries, and when it thaws again the plant droops and wilts. Less water should be given to plants as winter approaches.

When the orange and lemon trees were being prepared to send to the Columbian Exposition at Chicago, it was known that on the way they would be exposed to a low temperature. It was therefore ordered that they should have very little water for a few weeks before being loaded on the cars.

They thus had less sap, and not one of them was injured by freezing, during the journey. But for this precaution the young, juicy, wood would all have been destroyed.

Your teacher will explain to you how freezing of any portion of the body bursts the capillaries, and sometime destroys the flesh.

Uses of Ice.

All the heat that has been given off from water to change it to ice must be given back to the ice to change it again into water. This heat it takes from whatever surrounds it that is warmer than itself.

And so a lump of ice put into a cooler or a vessel of water begins to take the heat from the water, and to melt. Thus the water is cooled, sometimes to 32°. This we call ice water.

Lumps of ice are put into a refrigerator and at once begin to melt, taking the necessary heat from the air in the refrigerator, leaving it so cold that butter keeps hard and meats are preserved for a long time.

In shipping much of our fresh fruit to the East the cars are "iced" before they start, to keep the fruit from ripening too fast, and from decaying. Large pieces of ice, sometimes several tons are placed in the car, usually above the fruit, as the cold air settles.

In this way fruits are kept many days when without icing they would become over ripe and decay in a few days. This use of ice has enabled us to ship quantities of delicate fruits at a profit.

Making "Ices" and Ice Cream.

The more rapidly the ice melts the more heat it takes up. The vessel containing the material to be frozen is set in another vessel and surrounded by a mixture of crushed ice and coarse salt. The salt takes the moisture from the ice, melting it, and the moisture in turn dissolves the salt.

Here we have two solids converted into a liquid, and, therefore, the absorption of a great amount of heat. This heat is taken, thru the thin metal covering, from the mixture we desire to freeze.

It all has to be vigorously stirred during the process. This stirring makes the ice melt faster, and breaks the mixture we are to eat into fine crystals, rather than leaving it in hard lumps

An Experiment.

If you would like to try an instructive experiment take a piece of ice the size of an orange, crush it and sprinkle a handful of salt on it. Now stir it a little while with your finger and you will find the end of your finger white and nicely frozen. Do not continue the experiment too long or you may regret it.

I once tried this, and altho the ice and salt were put on the hearth of a warm stove. in a very few minutes my finger end was beautifully white, and solid as ice.

A Remembrance of Gen. Grant.

By Chas. H. Allen.

On the 9th of September 1863, the Normal School Building at Platteville, Wisconsin, was to be dedicated. As General Grant was then at his home in Galena, about twenty miles distant, a strong desire was felt by the authorities of the school to have him present at the ceremony. Knowing, however, his aversion to making a "show" of himself, they managed to have Major Rountree, the village magnate, who was an old acquaintance, invite the General to spend the day with him at his home. The invitation was, fortunately, accepted, and the nine o'clock train brought the distinguished guest.

At the hour appointed for the gathering, accompanied by his host and a few others, the General came to the school and was given the seat of honor upon the platform. As he entered the room there was a hushed expectancy—a feeling too deep for applause, a sense of reverential awe. The quiet, unostentatious man who now sat in our midst, was not alone the hero of the present hour, but a hero for all ages and for all time. The man whose military genius, tenacity of purpose and exalted patriotism had at last throttled the rebellion, was now before us. All felt that if we could but "touch the hem of his garments" we should be stronger and better.

He was an attentive listener to all that was said, seemingly enjoying it all, except, perhaps, the invocation by the resident clergyman who, in a somewhat pointed and slightly fulsome manner alluded to his presence, in the prayer, thanking the Lord that "the Joshua who had led our armed hosts on to victory" was with us on this very important occasion, with much more in the same strain. A nervous twitching of the hand that covered the General's face indicated that this was not entirely to his taste.

During the exercises the mass of people in the building was augmented by a large assemblage outside, composed of those who cared little for the ceremony of dedication, but who came to get a glimpse of, and if possible a hand-shake from the "Hero of Appomattox."

At the close of the formal program the General was called upon to address the assembly. To this call he responded as follows: "I am very glad to meet so many of my fellow citizens on this, my first visit to Platteville. When I left home with the design of visiting your village and my friend Major Rountree, I did not know that an occasion of so much importance would bring you from your homes to-day. But I am glad to be with you on this occasion, and glad that I have been permitted to witness these very interesting exercises." In response to the rounds of applause with which he was greeted, he added, "I thank you for your generous compliments."

After the benediction had been pronounced, and the General had heartily greeted all the old soldiers present, with a few of the village celebrities, Major Rountree came to the writer and said:

"Professor, how are we to get out of here? General Grant has to leave on the afternoon train, and he must have some lunch first."

I replied, "With his consent, I think I can manage it."

Approaching the General, who was anxiously looking from the window at the crowded walks and grounds, I said: "General, would you like to avoid this crowd of people? You are not in the habit of retreating, but if you wish, I can take you out by a side exit and avoid any delay."

After a moment's hesitation he replied: "Yes, I must make the two o'clock train, and while I do not like to disappoint these people, I shall be greatly obliged to you if I can get away unnoticed. A retreat," he added, with a smile, "is sometimes a master movement in a campaign."

I therefore took the small company who were to lunch together, down a rear stairway to the office, and having sent for the carriages, gave them egress at a side door, and they were well away before the outside gathering knew that he had gone.

It is unnecessary to add that this visit of General Grant is a cherished remembrance to the school and to the citizens of Platteville, and that the writer is not a little pleased at having been able to render some slight assistance in conducting one of the few retreats in which the General ever indulged.

The Monmouth Normal.

A while ago I dropped in for a half day and evening at the State Normal School at Monmouth, Oregon.

Ever facing great discouragement, especially as represented in patrons who knew not the value of professionally educated teachers, people who, licensed by certificates to teach, aspired to no higher standard, and impecuinous and short-sighted legislatures by which proper financial support was not given, the Normal Schools of Oregon have maintained a sort of precarious existence. However, they have struggled on, ever looking to something better. Especially is this true of the one at Monmouth, the leading Normal of the State, until now the people point with undisguised feeling of gratification to the work done by President P. L. Campbell and his able faculty. And well may they designate Mr. Campbell as *the* man to whom the success of the institution may be attributed. Scholarly without being snobbish, professional without egotism, a student of men yet maintaining a strict silence as to their faults, energetic with abundant reserve power, and hopeful in the midst of discouragement, he has stood at the helm while the Monmouth Normal has forged steadily to the front. From time to time, as opportunity afforded and finance justified, has he increased the working capacity of the school by adding new departments and by increasing the number and strength of his faculty. He was very fortunate one year ago in securing Professor Robert C. French, who had so endeared himself to the faculty and students of the Chico Normal School in California, as Professor of Pedagogy and Principal of the Training Department.

This, the Training School, is the most distinctive feature of the institution. In the first place, the Professor of Pedagogy is, of course, elected as a member of the faculty of the Normal. He is then elected by the trustees of the the town as principal of the public school, with authority to select two assistants as critics whose especial function is to observe the work, done under their care and report to the principal. Under such watch-care, the members of the Senior Class do their first teaching *in the public school*, each student being required so to teach for one half day continuously for one half year. The advantages of this system are so many and so manifest as to need no mention. That he may the better understand the conditions peculiar to the ungraded country school. Professor French is devoting himself during the three months' vacation to the study of a school of one department in the interior. Thus, will he return to his work in September with his already valuable experience greatly enriched and his sympathetic heart, even more nearly in touch with the "country school."

The hearty support accorded President Campbell by the town's people is evidenced by the large attendance at public lectures in the auditorium to which they are invited. On looking into one department of that Normal, one can but wish for time to get a survey of the entire work. However, in a visit even so brief as one half day, one can but catch a glimpse of the great benefits which must accrue to the State of Oregon from such an institution if properly fostered by the legislature and patronized by the profession. A. B. C.

The Singer.

Sorrow had marred her face—how much!
And dimmed her wondrous eyes;
But, oh, her Voice! her voice it could not touch—
That was of Paradise.

—*Lloyd Mifflin.*

CURRENT HISTORY OF THE WAR.

By ALEX B. COFFEY.

On January 15, the battleship Maine, under command of Captain C. D. Sigsbee, was ordered to Havana, Cuba. On reaching there, she was anchored with the assistance and under instruction of Spanish authority.

Hardly had her anchor become imbedded in the sand when the whole civilized world was startled by a shock which caused every Christian heart to throb in sorrow and every ruler to tremble in his capitol. The gallant ship rode at anchor upon the undulating surface of the placid sea; officers and marines went or came at duty's call or sat in groups recounting scenes of other and happy days, or discussing current news; here and there one penned a letter which was never to be signed: the echoing strains of America and Home Sweet Home were lingering yet upon the crested waves or dying away among the hills: the sun of that tropic clime had just gone down his western course, and the shades of night were closing over all, when without one sign or word of warning, out from the stillness of the twilight,

"There came a burst of thunder sound,"

which shook the earth and sea and reverberated once again in the vaulted sky of Heaven. Clouds of smoke mingled with colums of water from the sea and for a space hid from view the horror of the scene. The proud ship leaped into the air, then plunged a ruined hulk, into the sea while two hundred and sixty six Americans, defenders of the free, went out to rest on "Fame s eternal camping ground."

Upon investigation, the Court of Inquiry appointed by Admiral Sicard, commanding the North Atlantic Squadron, learned that the explosion which had destroyed the Maine had been external, a mine underneath the ship. A question, two-fold in nature, presented itself to every one:—Who did it and why?

Spain Suspicious of the United States.

The question could be answered only by deduction. For three years, Spain had in most barbarous fashion and by inhuman means, striven to crush the life from out her subjects in Cuba and the Philippines; and latterly she had come to know of the increasing marked disfavor with which Americans looked upon this course. Very naturally her hot blood boiled in resentment of this sympathy which Americans had for Cubans; and with a presentment, born of unjust carnage—born of guilt, she anticipated interference. Spaniards, at home and soldiers in the provinces expressed in no unmeaning terms their dislike, and not unfrequently, their contempt for America; nor was this confined to men on Spanish soil as was instanced most conspicuously when on February 8.—the publication of a letter written by Senor Dupuy de Lome, Spanish Minister to the United States, speaking disparagingly of President McKinley, led to the Minister's recognition of his post and the appointment of Senor Luis Polo y Bernabe.

This feeling was most apparent in Cuba where officers and men bore themselves in such manner as frequently to threaten an open outbreak. So manifest was the hatred of the Spaniards for Americans that the latter, when residents of Havana and other towns of Cuba, began to feel themselves in constant danger.

After a careful estimate of all these facts; after learning beyond the "question of a doubt" that the Maine had been destroyed by a torpedo or submarine mine, that these mines and torpedoes were of necessity the property of and under the absolute control of the government; and that there was rejoicing even to the point of public demonstration in Havana, over the destruction of the Maine, the public came to one conclusion (altho all were hopeful even to the last for other termination of the inquiry), i.e., the Maine and her gallant crew were the victims of Spanish treachery.

The already strained relations between the two governments grew more and more embarrassing very day.

How quickly causes multiply
When once the quarrel's on;
And how swif. are thrusts and parries
When e'er the gauntlet's thrown.

Note how rapidly the following incidents succeed one another:—

February 19—The request of the Spanish officials in Havana for a joint investigation into the loss of the Maine was declined.

February 21.—The U. S. Senate orders an investigation into the Maine disaster.

Congress Appropriates an Emergency Fund.

March 8, 9.—Congress voted to place $50,000,000 at the unqualified disposal of President McKinley as an emergency fund. The bill passed both houses unanimously. The President signed the bill March 9.

On March 16, Spain remonstrated against the presence of the United States fleet at Key West and against other measures of defence by our government.

Armed Intervention Recommen

On April 10, President McKinley sent a message to Congress recommending an armed intervention in behalf of Cuba. The long-expected had occurred. The world had watched the struggle between the Insurgents in Cuba and the Crown with increasing interest; and, while the "Powers" as a whole or individually withheld from intervention, because of her democratic policy, her nearness to the scene, and the large business interests of her citizens in Cuba, the United States was looked to as the nation which in the natural order of things should first espouse the cause of Cubans. But, hoping that the end would be reached without intervention, the President had waited, but all in vain; and now, seeing that "forbearance had already ceased to be a virtue," he determined upon extreme measures, and so recommended Congress. Would Congress act?

On April 15, an order was issued mobilizing the army; and on the 19th Congress passed a resolution demanding the withdrawal of Spain from Cuba as follows:—

Cuba Recognized.

Joint Resolutions of Congress Declaring the Independence of Cuba.

Whereas, The abhorrent conditions which have existed for more than three years in the island of Cuba, so near our own borders, have shocked the moral sense of the people of the United States, have been a disgrace to Christian civilization, culminating as they have in the destruction of a United States battleship with 266 of its officers and crew while on a friendly visit in the harbor of Havana, and cannot longer be endured, as has been set forth by the President of the United States in his message to Congress of April 11, 1898, upon which the action of Congress was invited; therefore

Resolved, by the Senate and House of Representatives of the United States of America in Congress assembled—

First—That the people of the island of Cuba are, and of right ought to be, free and independent.

Second—That it is the duty of the United States to demand, and the government of the United States does hereby demand, that the Government of Spain at once relinquish its authority and government in the island of Cuba, and withdraw its land and naval forces from Cuba and Cuban waters.

Third—That the President of the United States be, and he hereby is, directed and empowered to use the entire land and naval forces of the United States, and to call into actual service of the United States the militia of the several States to such extent as may be necessary to carry these resolutions into effect.

Fourth—That the United States hereby disclaims any disposition or intention to exercise sovereignity jurisdiction or control over said island except for the pacification thereof, and asserts its determination when that is completed to leave the government and control of the island to its people.

This resolution was passed by Congress, April 19, and signed by the President at 11 24 a. m., April 20, 1898.

April 21.—Our Minister at Madrid, Gen. Stewart L. Woodford, was notified by the Spanish Minister of Foreign affairs that diplomatic relations between Spain and the United States were terminated.

April 21.—President McKinley cabled our ultimatum to Spain demanding a reply by April 23.

April 21.—Senor Polo Bernabe, Spanish Minister, receives his passport and left Washington.

On April 23,

The President Called For Troops.

Under the call the states were expected to furnish 125,000 volunteers in proportion to their population, California's number, or quota, being 3,237 which number was shortly ready for enlistment.

On the 24, Spain issued a decree declaring that a state of war existed with the United States; and on the Succeeding day, Congress adopted the following

Declaration of War.

[The following joint resolution was passed by the American Congress April 25, 1898, without a dissenting vote.]

A bill declaring that war exists between the United States of America and the Kingdom of Spain.

Be it enacted,.....:

First—That war be and the same is hereby declared to exist and that war has existed since the 21st day of April, A. D. 1898, including said day between the United States of America and the Kingdom of Spain.

Second—That the President of the United States be, and he is hereby directed and empowered to use the entire land and naval forces of the United States and to call into actual service of the United States the militia of the several states to such extent as may be necessary to carry this into effect.

As in other days, once more "Grim visaged war" stalks boldly thru the land, but this time unheralded by long drawn quarrel or complications reaching thru the years. For three and thirty years, our flag had floated o'er a land consecrated unto peace; the unused sword had rusted long within its scabbard; and our domestic people had busied themselves with thoughts of seed-time and harvest or of mechanics, stocks, and trade. Our standing army was the butt of foreign ridicule: and our "insufficient navy," the untried experiment of an inventive tho not a

warlike people. But the cry, "To arms," resounded thru the land; and twice the number asked, came in answer to the call for volunteers. The girl-faced boy and the bearded man came side by side and asked to be enlisted. But a few days passed until the ranks were full; and then

"Tramp, tramp, tramp, the boys are marching" to the front.

Meanwhile, strange events and stirring scenes occur, and rapidly. Several Spanish vessels are captured by Americans.

No Privateering,

On April 25, President McKinley proclaims that in his adherence to the agreement of the Declaration of Paris, he will neither authorize nor permit any privateering by Americans.

On the same day, England decided that war had existed from the 21, the day on which Minister Woodford received his passport from Spain; and at the same time, she declared her intention to remain neutral. This action on the part of England was followed on the 28, by Switzerland, Italy, Netherlands, Sweden and Norway, Columbia, Mexico, Russia, France, Corea, Argentine Republic, Japan, and Uruguay; and on the 29, by Portugal.

On the 27th of April, the first action of the war occurred by the bombarding of the earthworks at Matanzas, Cuba, by the New York, Puritan, and Cincinnati of Admiral Sampson's squadron. A number of Spanish vessels had been captured by Americans. April 29, the Spanish squadron consisting of the Maria Teresa, Almiranta, Oquendo, Viscaya, and Cristobal Colon, and the torpedo-boat destroyers, Pluton, Terror, and Furor, under command of Admiral Cervera sailed from the Cape Verde Islands. The great battleship, Oregon, had been ordered from San Francisco to report at once in Cuban waters; and her voyage, surprising for its rapidity and safety, was being watched with the most intense interest by all. While men watched these movements as they would the the world's great game of chess, they waited in a fever of expectancy out of which they were startled by news which flashed on every wire the world around and found repetition a thousand times on every tongue. The greatest naval battle in the history of the world had been fought in

THE UNPARALLELED VICTORY AT MANILA.

by Commodore (now Rear Admiral) Dewey, at Cavite, Manila Bay.

The American fleet, each ship with every light extinguished save one at the stern, stole into the bay soon after midnight Sunday morning May 1, 1898, past the Spanish batteries in the following order.

Olympia, Flagship	Baltimore,
Raleigh,	Petral,
Concord,	Boston,
McColloch { Dispatch Boat	Two cargo ships.

All had passed without being noticed by the Coregidor Island batteries at the north, and the Restingo for it at the south until some soot in the chimney of the McColloch caught fire, and the sparks attracted attention from the south shore batteries which fired several badly aimed shots. The Boston and McColloch answered and the shore battery ceased firing. The fleet proceeded seventeen miles into the harbor to where the Spanish fleet lay waiting with advantage of the support of four batteries at Cavite. The Spanish opened fire at 5:10 A. M., but the Americans reserved their fire until 5:30, when, the Olympia, Baltimore, Raleigh, Petrel, Concord and Boston at short range, passed before the Spanish fleet and forts in single file, firing their port guns first. Then, wheeling, they passed back, firing their starboard guns. These tactics were repeated five times, the American ships going each time within closer range of the Spaniards. Fighting thus continued until 7:45 A. M., when the American fleet retired to allow the smoke to clear and to hold a consultation. At that hour several Spanish ships were crippled and two were on fire. At 10:40 the Americans renewed the attack, the Baltimore leading, and at 12:45 the Spanish surrendered. Admiral Patricio Montejo and most of the survivors fled to Manila.

The Spanish vessels destroyed by the American fleet were:

The Reina Christina, flagship	Cruiser Castilla,
Cruiser Don Juan de Austria,	Cruiser Antonia de Ulloa,
Cruiser Isla de Cuba,	Cruiser Isla de Luzan,
Marques del Duero, dispatch vessel,	Gunboat General Lezo,
Gunboat Isla de Mindanao, grounded, and afterward burned.	Gunboat El Correo,
	Gunboat El Velasco,

These were captured;

Transport Manila with supplies	Gunboat Isabel I
Two whaleboats and three steam launches.	Gunboat Rapido
	Gunboat Hercules.

The Spanish lost vessels worth over $5,000,000 destroyed and all the land batteries captured.

American lost about $1,000 in damage to vessels.

Not a single vessel of the Spanish Asiatic Squadron remained in Spanish hands, and Manila lay completely at the mercy of Admiral Dewey.

As tho belched forth from the valcano's mouth, cannon shot fell thick and fast upon armor-plate and turret like thunder-bolts in all their fury, and bursting shells like demons went hurling thru the air; but not one American quailed or faltered in his trust; a storm of shot and shell like fiery mass on fiery mass went tearing thru deck and hold of every ship in the Castilian fleet; but each Spaniard stood at his post, a hero, true at once to the traditions of his race and to his country's flag.

Never was there such another battle, engines of war considered, and never such a victory; and the Americans *who had never known defeat* were again the victors.

Of the Americans, one died of exhaustion; and six were slightly wounded. The Spanish loss was two commanders killed and from 600 to 700 men, killed and wounded.

On the following day, Commodore Dewey cut the cable connecting Manila with Hongkong, and destroyed the fortifications at the entrance to Manila Bay, at the same time taking possession of the naval station at Cavite.

Spanish Disaffection.

News of their terrible reverse at Manila was received in Madrid with unbounded consternation; and the Cortes reassembled in the midst of great excitement while a tumultuous mob gathered in every public place. In the Chamber of Deputies, the government was called upon to explain the defeat; and the Carlists and Republicans were loud in their denunciation of and bitter in their invectives against the throne. The probability of an open and not remote disruption was imminent. Remote from the seat of war unadvised by the public press of the true course of events; divided by prejudice into hostile factions supporting the right of either Alphonso or Don Carlos to the throne, the people bordered on a state not far removed from anarchy. The Queen-Regent trembled in the capital, but, true at once to the people and her son, she refused to fly from the scene of danger, while the followers of Don Carlos added fuel to the flame by exaggerating to its utmost every rumor in the least adverse to the ruling power.

The United States a Unit.

In singular contrast with this state of affairs, is the feeling among citizens of the United States where there is not one shadow of doubt as to the loyalty of all sections and of all political creeds as was exemplified when on May 4, President McKinley nominated James H. Wilson of Deleware, William J. Sewell of New Jersey, Fitzhugh Lee of Virginia, and Joseph Wheeler of Alabama from private life to be major-generals in the army. The latter two had been officers of the same rank in the Southern Confederacy; and by appointment, the President recognized their loyalty as citizens and their ability as military officers, the wisdom of which course was at once seen in showing to the world that the once existent sectional lines had been forever obliterated in the unification of a liberty loving, liberty living, and liberty espousing people whose

Patriot sons of patriot sires
March forth in battle array;
Boys from the North and boys from the South
—The blue by the side of the grey.

Boys from the North and boys from the South
Alike are both loyal and true;
Those from the North love sons of the grey,
These from the South love the blue.

At the same time the following brigadier-generals in the regular army were nominated to be major-generals: Joseph C. Breckinridge, Elwell S. Otis, John J. Coppinger, William R. Shafter, William M. Graham, James F. Wade, and Henry C. Merriam. A number of colonels and lieutenant-colonels were nominated to be brigadier-generals; and on the 9th these appointments were all confirmed by the Senate.

On May 11, in an attack by Spanish gunboats and shore batteries on the American blockading vessels Wilmington, Winslow (torpedo-boat), and Hudson at Cardenas, Cuba, the Winslow was disabled, Ensign Worth Bagley and four sailors were killed, and Lieutenant Bernadou and two others were wounded; Ensign Bagley was the first officer killed in the war. The cable at Cienfuegos, Cuba, was cut by American sailors under fire; one man was killed. Orders were given that troops from States west of the Missouri River, aggregating eleven regiments of infantry, one of cavalry, and four batteries proceed to San Francisco to be embarked for the Philippines.

Cervera Enters Santiago Bay.

On May 19, Admiral Cervera eluded the vigilance of the Americans and slipped into the harbor at Santiago de Cuba, where, because of the narrowness of the entrance and the number of mines which he submerged there, he was secure from attack; but, unfortunately for him, he was; in the very significant phrase of the day, securely "bottled up," owing to the fact that the American fleet under Sampson was lying in wait for him just outside. This fleet was composed of the flagship New York, the battleships Iowa and Indiana, the monitor Puritan, the cruisers Cincinnati, Detroit and Marblehead, and the torpedo-gunboat Mayflower of Admiral Sampson's squadron, which sailed from Key West on May 4; and the flying squadron, under Commodore Schley, comprising the armored cruiser Brooklyn, the battleships Massachusetts and Texas, the Minneapolis and the St. Paul, the dispatch-boat Scorpion, and a collier, which sailed from Hampton Roads May 13; and these were to be reinforced shortly by the Oregon and the Marietta, known to be rapidly approaching Cuban waters.

(*To be Continued*)

California Library Association.

OFFICERS:

President.....George T. Clark
Free Public Library, San Francisco.

Vice-President.....A. M. Jellison
Mechanics' Institute Library, San Francisco.

Treasurer.....Miss Emily I. Wade
Free Public Library, San Francisco.

Secretary.....Frederick J. Teggart
Stanford University.

Executive Committee: Joseph C. Rowell, A. J. Cleary, C. K. Rosenberg, R. E. Cowan, Miss Caroline G. Hancock.

How to Start a Public Library.

"In a city free library is opened a great fountain of knowledge in the midst of a wide population; all may come without money and without price. The visible pages of learning, wisdom, science, truth, imagination, ingenious theory, or deep conviction, lie open not only to the eyes, but to the hearts and homes of the population."

This is an inquiry worthy of the serious attention of every city in California where no public library now exists. Every place of importance imperatively needs one. The public library is the complement of the public school; the education which the school begins should be continued to the citizen thruout his lifetime.

Thruout the length and breadth of the East, progressive communities, recognizing this fact, are rapidly providing themselves with these institutions, which Carlyle justly terms "The University of the People," and California can no longer afford to but partially appreciate these advantages. Fortunately, this State has a good general library law, which is the foundation of successful efforts in this direction. This law is simple and effective; its two main features providing, first, for the establishment and maintenance of free public libraries and reading rooms by local taxation; and, secondly, for their careful supervision by boards of trustees.

It was enacted in 1880, being modeled in some respects after the famous Illinois law which had been in successful operation since 1872. In some singular, unaccountable manner the impression has gained ground in some parts of our State that we have no statute applicable to the general establishment of public libraries; that where they are in operation they exist by virtue of provisions in their respective charters; or, still further, that no cities of the sixth class can maintain a library by taxation. Such views are entirely erroneous, though it is true that in San Francisco, Los Angeles, Stockton and a few other places, charter provisions do apply in their management. The statute in question is a model of directness and simplicity; Section 2, published in another column, being especially commended to the reader's attention. It will thus be noted that the State by this explicit legislation, confers local option,—absolute, full control in free public library affairs,—upon every incorporated city and town within its limits. It allows each municipality to establish this invaluable educational institution, with the sole restriction to a maximum rate of taxation of one mill on the dollar, or, in other words, of one dollar on the thousand of the total assessed valuation.

The legislation of Nebraska, Iowa, Wisconsin, Illinois and Michigan concerning city libraries, is substantially on the same basis as our own, while that of New Hampshire, Vermont, Massachusetts and Connecticut is far in advance of ours, inasmuch as these four states grant one hundred to two hundred dollars' worth of new books to every new town library started under the supervising care of their state library commission.

New Hampshire, indeed, exceeds every other state in the Union in its appreciation of the value of libraries to its citizenship; this found expression in its law of 1895 requiring every town (all towns in New England have corporate powers) to create and support a free public library, unless it annually votes its contrary decision.

And now having considered the legal possibilities of the subject, let us inquire what first steps can profitably be taken in any town (incorporated) where there is a just realization of the need of library facilities. The earliest effort to be undertaken is the crystalization of public sentiment. This may come in various ways. A woman's club may take up the project, raise money by subscription and by entertainments, obtain donations of books and put the enterprise fairly on its feet. When this is actually accomplished and the library is proving a benefit and an attraction to the town, it would be well for the club to circulate a petition signed by as many responsible and interested persons as possible, praying the town trustees to adopt the library as a city institution and to "put it under the law" when the next tax levy is made. If the petition voices the real sentiment of a large portion of the inhabitants, it will undoubtedly secure favorable action—providing the limit of taxation has not been passed for the time being.

An illustration of what such a club can accomplish is exhibited in the action of the strong Monday Club of Bakersfield, which has recently raised $150 dollars as the commencement of a fund of $500, which sum, with the addition of the club's own library, will make a fine start towards a public library. It is one of the gratifying features of the hour that reading and literary circles abound thruout the State and more are being formed every year. Invariably their influence is pronounced for library extension; the members keenly realize the wants of their own communities, and their club meetings emphasize pressing wants of access to widest range of literary helps.

In San Pedro a live association has been able in the course of a few years, by the donation of some lots from a friend and aid from citizens, to erect a brick building for library purposes with a hall on the second floor for income. The association looks forward to early adoption of their work by the City of San Pedro.

Sometimes the pioneer work is performed by a few resolute citizens, who realize that a city may be rich in property interests yet sadly poor in intellectual resources—if without a public library. Witness, Haywards (Alameda Co.) where within 18 months a small band of business men and their helpers gave a lawn party, raised $200, solicited money and books, and soon demonstrated the right of a library to live in their fair town. It is already a marked success and is under the city's care. The little place of Kern City (in Kern Co.), with a population mainly of laboring people, has had an association which built a hall and library room and established a library:—all of which have been accepted by the city authorities. The present annual income of $400 will enable them to make a steady enlargement of the library's usefulness.

Watsonville (Santa Cruz Co.) has had experience not unlike that of many other cities. A fraternal organization owning a good library of 2000 volumes became tired of its maintenance, transferred it to the W. C. T. U., which carried it to the utmost limit of its ability and was about to give up its trust in despair, when some wise head urged that the city should adopt it before it was too late to save it. The city trustees consented, granted one half of the maximun rate of taxation the first year and the next year gave the full rate, amounting to about $1000 per annum. Thus the earnest efforts of a few devoted woman rescued this valuable little library from destruction and it is now doing excellent service in that community.

There is another phase of this subject which should be touched upon in looking forward to the growth of free libraries in our midst, and that is the liberality which may hereafter reasonably be expected for such purposes from men and women of wealth. This benevolent spirit has already been manifested in the presentation of the fine library structures of Stockton, Pasadena and Redlands—the latter being one of the most chaste and beautiful public buildings in all California, erected at a cost of $25,000, and, with a park costing nearly $35,000, was dedicated in April of this year to the public good by Albert K. Smiley. In Sierra Madre, on an elevated spot commanding a view of the charming San Gabriel Valley, is a neat frame library building, with a marble tablet over its door bearing the inscription "Erected in honor of Robert E. Ross"—being the memorial gift of his widow.

Traveling over the lofty grades of San Diego county, on reaching the hamlet of Ramona one beholds with astonishment a brick hall and library room, with needful appointments and tasteful fittings, and freely used by the neighborhood, the generous bestowal of a resident rancher, Mr. Peter Barnett.

This spirit of munificence is certain to increase as the unsurpassed benefits of free libraries are more widely recognized. It has not been wanting in expression in other ways in various parts of our State. For example, Los Angeles has at different times been presented with five or six public parks, the most recent gift

being the magnificent donation of a tract of three thousand acres of valley, slope and mountain peak, constituting the largest body of land for park purposes in the entire country. The donor Griffith Griffiths Esq., states that for a long period he has cherished this plan and at the earliest hour consistent with his pursuits has executed it. Mr. Wilmerding and James Lick, thru their bequests for manual training schools, have made it possible for thousands of boys and girls to be educated in some of the most useful employments of life. Mr. and Mrs. Stanford have immeasurably advanced the cause of higher education by largest benefactions of wealth and efforts, while Mrs. Hearst, by deed and example, is with finest spirit following in this shining pathway.

Thus far we have considered only those towns in which the cost of supporting a public library can be impartially distributed by law.

The inquiry remains, is it expedient to start a library in an unincorporated town where the burden must fall wholly on a membership basis? This depends upon circumstances. There are membership libraries in California which are doing an excellent and growing service to their towns and vicinity. Many others have failed for want of that vital necessity,—a regular income, even if small, for the purchase of new books. Generally speaking, it would seem unwise to start a public library in a town without corporate powers, unless thru the pledged support of some strong organization, notably a Womans' Club. There is largest hope thru these Clubs for the uplifting of intellectual strength and the quickening of moral power in our land. Representing the purest and most exalted standards of womanhood, their loftiest ideal is the furtherance of education, at home, in school, in the University, in social, civic and professional life.

At the very first Federation meeting of the seventeen Womens' Clubs of San Joaquin Valley, held in Fresno May 14th, a resolution was adopted calling for the circulation by this State of that newly-discovered boon to the age—the Traveling Library.

Should these suggestions prove useful to any community, the officers of the California Library Association (whose addresses are given on this page) will be glad to supplement them by replying to any requests for additional information. W. P. K.

CHAPTER CXXVI.

An Act to Establish Free Libraries and Reading-Rooms.

(Approved April 26, 1880.)

The People of the State of California, represented in Senate and Assembly, do enact as follows:

SECTION 1. For the purpose of this Act cities of this State are classified as follows:

1. Cities of less than one hundred thousand population.
2. Cities of more than one hundred thousand population.

SEC. 2. The municipal authorities of any incorporated city of this State are authorized and empowered by a resolution duly passed for that purpose to levy and collect as in other cases, annually, a tax not to exceed one mill on the dollar for the purpose of establishing and maintaining in such city free public libraries and reading-rooms and purchasing such books, journals, and other publications, purchasing and leasing such real and personal property, and erecting such buildings as may be necessary therefor.

SEC. 3. All money and revenue paid, collected, or received by authority of anything herein contained, whether by taxation, gift, devise, bequest, or otherwise, shall belong to and be known and designated as the "Library Fund," and shall be paid into the proper city treasury, and there kept separate and apart from other funds, and be drawn therefrom as hereinafter provided, but only to be used and applied to the purposes herein authorized.

SEC. 4. All property, real and personal, acquired by purchase, gift, devise, bequest, or otherwise, under the provisions of or for any purpose authorized by this Act shall vest, be, and remain in the proper city, and may be protected, defended, and sued for by action at law, or otherwise, in the name of such city as in other cases.

SEC. 5. In a city of less than one hundred thousand population five trustees shall be elected at the same time and in the same manner as the other town officers are elected. They shall hold office the same length of time to carry into effect the provisions of this Act.

SEC. 7. The office of Trustee shall be honorary, without salary or other compensation, and shall continue during good behavior; but for good cause a Trustee may be removed from office by proceedings in the Superior Court in behalf of the proper city in manner provided for the removal from office of other city officers.

SEC. 8. The Trustee of any library or reading-room established or acquired by authority of this Act, shall take charge of the same and of all real and personal property thereunto belonging, or that may be acquired by loan, purchase, gift, devise, or otherwise. They shall meet for business purposes on the first Tuesday of each month, and at such other times as they may appoint, at a place to be provided for the purpose, and a majority of all their number shall constitute a quorum for business. They may appoint one of their number to act as President of their Board, and may elect a Librarian. They shall also elect a Secretary, who shall keep a full statement and account of all property, money receipts and expenditures, and a record and full minutes in writing of all their proceedings. The Secretary may certify to such proceedings, or any part or portion thereof, under his hand, verified by an official seal adopted and provided by the Trustees for that purpose.

SEC. 9. Such trustees, by a majority vote of all their members, to be recorded in the minutes with the ayes and noes at length, shall have power:

First—To make and enforce all rules, regulations, and by-laws necessary for the administration, government, and protection of such library and reading-room, and all property belonging thereto, or that may be loaned, devised, bequeathed, or donated to the same.

Second—To exercise and administer any trust declared or created for such library or reading-room, and to provide memorial tablets and niches to perpetuate the memories of those persons who may make valuable donations thereto.

Third—To remove any Trustee who may neglect to attend the meetings of the Board of Trustees, or who may absent himself from such meetings, or without the consent of the Board from the State for three consecutive months; and to fill all vacancies that from any cause occur in the Board.

Fourth—To define the powers and describe the duties of any and all officers, determine the number, and elect all necessary subordinate officers and assistants, and at their pleasure remove any officer or assistant.

Fifth—To purchase necessary books, journals, publications, and other personal property.

Sixth—To order the drawing and payment, upon properly authenticated vouchers, duly certified by the President and Secretary, of money from out of the Library Fund for any liability or expenditure herin authorized; and generally to do all that may be necessary to fully carry into effect the provisions of this Act.

Seventh—To fix the salaries of the Librarian, Secretary, and other subordinate officers and assistants, and by and with the consent and approval of the legislative or other proper authority of the proper city expressed by resolution duly passed, to purchase said real estate, erect and equip such buildings as may be necessary for such library and reading-room.

SEC. 10. The orders and demands of the Trustees of any such library or reading-room of any city, when duly made and authenticated as above provided, shall be verified and audited by the auditing officer, and paid by the Treasurer of such city out of the Library Fund properly belonging thereto, of which full entry and record shall be kept as in other cases.

SEC. 11. The Trustees of such library or reading-room, on or before the first Monday of July of each year, shall make an annual report to the municipal authorities of their city, giving the condition of their trust, with full statements of all property and money received, whence derived, how used and expended; the number of books, journals, and other publications on hand, the number added by purchase, gift, or otherwise, during each year, the number lost or missing, the number and character of those loaned, and such other statistics, information, and suggestions as may be of general interest. A financial report showing all receipts and disbursements of money shall also be made by the Secretary of the Board of Trustees, duly verified by his oath.

SEC. 12. The proper municipal authorities of any city wherein a public library or reading-room may be established, shall have power to pass ordinances for the protection of the same and all property thereto belonging, and for imposing penalties for the punishment of persons committing injury to such library or reading-room, or the property or books thereof, or for failure to return any book or other property belonging thereto. They shall also have power, by a resolution duly passed for such purpose, to grant, donate, or authorize the use of, either in whole or in part, any land, square, or real estate belonging to such city or town, or dedicated to public use therein, for the purpose of erecting and maintaining a building to be used only for a public library and reading-room as herein authorized.

SEC. 13. The words "city" or "cities" wherever used in this Act are intended to and shall include all incorporated cities and towns, and cities and counties with consolidated government, and shall be construed accordingly.

SEC. 15. This Act shall take effect on the first day of May, A. D. eighteen hundred and eighty.

It is a strange fact that injuries to the tongue, whether of man or animal, heal more quickly than those of any other part of the system.

The present population of the United Statese exceeds that of Germany by about 22,000,000, and that of Great Britain by 34,000,000.

The oldest university in the world is at Pekin. It is called the "School for the Sons of the Empire." Its antiquity is very great, and a granite register consisting of stone columns, 320 in number, contains the names of 60,000 graduates.

Gaust is the smallest republic in the world. It has an area of one mile and a population of 140. It has existed since 1648, and is recognized by both Spain and France. It is situated on the flat top of a mountain in the Pyrenees, and has a president who is elected by the council of twelve.

The Evolution of the Professor.

By CHAS. H. ALLEN.

The history of education is counted one of the most useful of the pedagogical studies in our professional schools, but there is one phase of this history that is so near, both in time and locality as seemingly to be neglected.

There are but few now engaged in the work of teaching who are personally acquainted with the processes of evolution thru which we have come to reach our present state. Let me try to follow the changes of the last sixty years.

School Masters and School Ma'ams.

Probably because the term is so universally used in England, in secondary schools, as Head Master and sub-master, the names applied to all who taught in any school below the college proper, was school master. And he was expected to be "Master" in the full sense of the term. This was not always an easy matter. There are many vivid scenes imprinted on my memory of severe tussels in the school room, in which the matter of supremacy was settled—not always in favor of the one claiming to be master. When a conclusion was reached the decision was usually accepted as final. If the Master was dethroned he unhesitatingly made way for his successor.

The selection of a Master was not so much a question of "book larnin" as of avoirdupoise and ability to "do up" the unruly boys. The third school I taught came to me not because I understood Dabold and Lindlay Murray, but because I then weighed one hundred eighty pounds, and was about six feet tall.

The school ma'am was employed only in summer, and had, perhaps, less difficulty in mastering her pupils, or scholars, as they were then called.

Teachers.

Gradually, but very slowly, it began to dawn upon the common people that *teaching* was a somewhat important factor in the work of a school, but it was many years before there was any effort made to ascertain the mental qualifications or scholastic acquirements of teachers. In the archives of the first school I taught I found a book which among other things, contained a cartoon; there were three long, lank, long haired young men, tramping thru the country, and under it this legend. "We will chop wood for ten dollars a month, get out flax for nine or teach school for eight."

Examinations.

As the teaching idea became more prominent there came, first the thought that one must *know* before he could *teach*, and more or less formal examinations were provided for. These examinations were oral, and as I remember them consisted largely of debates on the proper way to "parse"—for we parsed or "passed" in those days—some word in Pollock's Course of time, or Milton's Paradise Lost. The examinations were for the teachers of a township, and I think those who passed had their names entered in a book, but no certificates were given. I have some very pleasing remembrances of some of these examinations, pleasing because, fortunately, I always passed.

Normal Schools.

But the world moved. At length Horace Mann, Dr. Barnard and some of their followers began to assert, and what is more to insist, that it was not enough to know a thing, that a teacher should *know how to teach it.* Altho this was, at first, considered rank heresy, entirely revolutionary, the idea came to stay, and Normal Schools were established; schools designed to teach young people how to teach.

To secure a recognition of the underlying fact, and of these schools, was indeed a hard struggle; but they came, and they came also to stay. To establish the schools was one thing; to fill them with students was quite another. Inducements had to be held out, and people had to be "stirred up" to an appreciation of the advantages of the schools, and the advantages of having trained teachers.

The agency used to secure these was

Teachers' Institutes.

With the recognition of the fact that specially trained teachers were desirable it became apparent that some agency should be devised to strike quicker and reach farther than normal schools could, especially as their establishment was a matter of considerable time, The teachers' institute reached not only the teachers but the people.

In their incipicency, then, they had a double purpose; to give to teachers and patrons a clear idea that there is a science of teaching, and to impart to the teachers so much of that science as could be used. The belief was, that after getting a taste many would seek the opportunity for further and more systematic instruction. The belief proved to be well founded. The work of D. P. Page in teachers' institutes in New York soon filled the normal school with earnest students, and more, it created an immediate demand for more trained teachers than could be supplied.

Mr. Page's personality and power were phenomenal. In about the year 1844 he conducted an institute at the head of Chautauqua Lake, and as a result the teaching of almost every scheme in the county was changed for the better. As attendance was not obligatory not nearly all of the teachers attended, but the note books he inspired us to keep were passed around from teacher to teacher until all were made wiser and better for his work. His published work, The "Theory and Practice of Teaching" was in some things prophetic, and altho it is now passed by as hardly worthy of note, I doubt if any work since published has done as much to make teachers better as that book did in its time.

Professor.

Up to this time the title professor was applied only to one holding a professorship in a college. It now became the custom to use it when addressing men connected with normal schools, and as normal school men usually conducted institutes, in those days, the title became familiar. And so it happened that when others began to work in institutes, they received the same designation, until it is now indiscriminately used in reference to teachers whether of schools, bicycle riding, or the black art. Few now deem it a complimentary title, on the contrary to call such a man as John Swett professor is to belittle him.

The great Agassiz write his name near the close of his life, simply, Louis Agassiz, Teacher. Would it not be well if more of us were content to follow his example?

Facts and Figures.

The number of soldiers on duty in the Federal army during the civil war is given as follows: July 1, 1861, 183,588; January 1, 1862, 527,204; January 1, 1863, 698,802; January 1, 1864, 611,250; January 1, 1865, 620,924; May 1, 1865, 797,807.

The first envelope ever made is in the possession of the British Museum.

Between the ticks of a watch a ray of light could move eight times around the globe.

The regular army is made up of 25 per cent. of foreigners, while in the navy 52 per cent. of the petty officers and 42 per cent. of the seamen are foreign born. Forty per cent. of those who went down with the Maine were of this class.

Letters dropped into a box in Paris are delivered in Berlin within an hour and a half, and sometimes within thirty-five minutes. They are whisked thru tubes by pneumatic power.

According to Professor Galton, a few persons see mentally in print every word they hear uttered.

The average amount of sickness in human life is nine days out of the year.

It is eighteen years since the first Japanese newspaper was established, and now there are in existence 575 daily and weekly papers, 35 law magazines, 35 medical magazines, 11 scientific and a large number of religious journals.

The elephant does not smell with his trunk. His olfactory nerves are contained in a single nostril which is in the roof of the mouth, near the front.

The number of newspapers published in this country is 19,582 in the English language, with 741 German, 65 Swedish, 56 Spanish, 51 French, 35 Bohemian, 33 Polish, 25 Italian, 18 Dutch, 18 Hebrew, etc.

WESTERN SCHOOL NEWS.

Principal J. H. Condit of the South School in San Joaquin has been retained.

Prof. Granville F ster has been called to the principalship of the Reedley schools.

It is estimated that the schools of Oakland will cost $23,000 more this year than last.

If there is anything in talk, Oakland is to have a new manual training school building.

The summer normal school at Cheney, Washington, opened on July 11, for a four weeks' term.

Only two of the eighty districts in San Joaquin County had less than eight months' school last year.

Mr. James Hughs of the University of Indiana has secured the principalship of the High School at Oroville.

The Northern California Teachers' Association meets at Shasta Retreat in the early part of the present month.

Three fellowships are to be established at Lick Observatory, and the position occupied by Professor Schaeberle is not to be filled for at least a year.

Mrs. Cheney, private secretary to President Kellogg, has succeeded in finding positions in California Schools for a number of Berkeley alumni.

A course in agriculture is being arranged for the Normal School, Hawaii, supported by the public, and a teacher will be brought from Cornell University.

Prin. N. B. Countryman, formerly of the Mill Valley School, died at his home in Pennslyvania a few weeks ago. He had been in frail health for two years.

The increase in the number of teachers in San Francisco for the year ending June 30, over the number employed during the preceding year was ninety-six.

Miss Willamette Porter, who is attending the summer school at the University, has been elected to a position in the Normal School at Las Vegas, N. M.

In the forty-two districts in Marin County, Superintendent Furlong appointed forty-five trustees, which goes to show the confidence reposed in Supt. Furlong by the county.

In recapitulation at the close of his annual report, Supt. Furlong says: "The results of the educational work done in this county during the school year just closed are gratifying. More pupils received diplomas of graduation in June last than at the end of any previous school year. Longer terms and better teaching has been adopted as the school policy of Marin County. Many of our rural schools are now enabled by a more liberal support to have nine months' session. More teachers who have received special training for their calling are now employed; better school accommodations are provided and in general more interest is taken in educational work than was shown in former years. All this is encouraging, as it gives a bright outlook for the future."

Sept. W. M. Finch of Glenn County has been nominated by the Republicans for District Attorney of that County.

A. M. Ayres, for years vice principal of the Hanford Schools, has succeeded to the principalship vice C. C. Childress, resigned.

Professor L T. Hengstler of the department of Mathematics in the State University has been transferred to the department of jurisprudence in which he lectured last year, at the same time doing his work in mathematics.

Mr. S. W. Charles, formerly member of the Board of Education of Sutter County, later principal of the public schools of Palo Alto, and one of the recent graduates of Stanford University, has entered upon the practice of law in San Francisco.

The faculty of the Puget Sound University and the business men of Tacoma held a meeting in the Chamber of Commerce recently to consider measures to retain the university in event of the proposed consol dation with the Willamette and Portland establishments.

The *Eagle* of Milton, Oregon, July 1, has the following to say:—

"The Pendleton summer school will close today. It is understood that satisfactory results have been obtained and those who attended are warm in their praise of the management and the corps of instructors. The success of the summer school is entirely due to the earnest efforts of Prof. Nowlin, County Superintendent, who never tires to his aim to upbuild our schools.

The law requires that the average daily attendance of a high school shall not be less than 10, and during the past year the average daily attendance of the Elmira High School has been but 9½, and as a consequence County Superintendent of Schools A. P. Sanborn has declared that school suspended. and the same is now in charge of the Board af Supervisors.

Principal J. C. Ray who has been at the head of the Sutter City High School since its organization five years ago, and under whose administration the school improved each year as the pride of the county has declined to serve longer; and Mr. Wright vice principal of the Tulare High School has been elected to the vacancy. Mr. Ray will make the race for County Superintendent.

The City Board of Education of Oakland had arranged with the Board of Education in Berkeley for the attendance of the children belonging to the Lorin School annexed to Oakland one year ago for the amount of $24 per child. However, they were to be disappointed as is shown by the following: "School Superintendent McClymonds has received an opinion from District Attorney Snook, in which that officer holds that the city connot legally pay tuition for any of its pupils outside of the city. The plan of accommodating the seventy-five pupils of the old Lorin district, now annexed to the city, in the Berkeley schools will therefore have to be abandoned;"

C. C. Childress, who has been Principal of the Hanford Grammar Schools for the last twelve years, has been called to Bakersfield as principal of the Kern County High School.

H. C. Faber has been elected Principal of the county High School of Siskiyou County, vice Hamilton Wallace resigned. Everyone is a friend to Hamilton Wallace, except Hamilton Wallace. He is his only enemy in that his indefatigable energy outweighs his strength many fold. Contrary to the earnest wish and daily protestations of his patrons in Yreka last year, he worked himself to the verge of the grave. However, his friends (their name is legion) note most happily his marked improvement.

A Well Known Educator.

Horace Robert Given was born in Topsham Maine, June 9, 1859. After completing the usual preparatory course in the public schools of his State, he was admitted to Bowdoin College in 1876, graduating from that instituion in 1880 with the highest honor, being the salutatorian of his class. In 1883 the degree of A.M. was conferred upon him by his alma mater. In 1880 he located in Trinity County, where he has since made his home, with the exception of time spent in San Francisco in the study of law. For eight years Mr. Given served as Superintendent of Schools for Trinity County, and was principal of the Weaverville schools for seven years. In 1888 he purchased a half interest in the *Weekly Trinity Journal*, and assumed the editorial management, disposing of his interest in that paper in 1887. He was admitted to practice in the Supreme Court of California in May, 1892, since which time he has practiced his profession in Weaverville, and has figured prominently in all important litigation. Mr. Given is a man of literary tastes, and has contributed articles to Eastern periodicals as well as Coast publications. In addition to his other duties he has resumed the editorial management of the *Journal*. He still retains his interest in all educational matters, and is President of the County Board of Education. He is interested in mines, and also in mercantile business, being a stockholder in and Secretary of the Blake & Reed Company, a corporation. He has always been active in politics, and has served for several terms as Chairman of the Democratic County Central Committee. In April, 1897, he was married to Minnie May Blakemore of Weaverville.

Frederic L. Burk has been elected to the Supenintendency of the Santa Barbara schools. Prof. Burk is an organizer and progressive educator, and the people of Santa Barbara will work harmoniously with him in his new field of labor.

Hon. John Swett has gone East to visit familiar scenes in Boston, New Hampshire and elsewhere. He will also superintend the publication of his new book, which promises to be one of the most important contributions to educational literature of the decade.

Los Angeles won the next convention of the National Educational Association on the first ballot of the executive committee of the association. There were 43 votes cast, of which Los Angeles got 20, Portland 12, Salt Lake 8 and Tacoma 3. There was much enthusiasm when the result was made known, for had the matter been left to the teachers there would have been no question as to the result. Los Angeles boomers say there will be at least 15,000 people visit the Coast next year.

Alex B. Coffey, has been elected to the Chair of Pedagogy in the University of Washington, located at Seattle. California loses its most popular institute lecturer, and the schools of California an ardent supporter and worker. The University of Washington and the schools of the State will find in Prof. Coffey a man whose educational thought and personality will place him in the front rank of its educators. He is a modest, unassuming man whose purity of motive and scholarly attainments make him popular with every one.

Prof. Coffey is a native of Missouri, was educated at the famous Kirkville Normal where he studied pedagogy, and psychology under the noted teacher and author, Joseph Baldwin. He served as teacher in all grades of the public schools, and as Superintendent. Four years ago he was elected to the Chair of Pedagogy, Chico Normal, but declined on account of illness.

He was afterwards called by P. M. Fisher as associate editor of the *Pacific Educational Journal*. During the past three years he has devoted himself to the study of school questions, editorial and institute work.

Hon. S. T. Black and Prof. Elwood P. Cubberly were prominent lecturers at the California Northern Teachers' Association.

OFFICIAL NEWS.

OFFICE STATE CONTROLLER,
Sacramento, July 5, 1898.

HON. S. T. BLACK,
Supt. of Public Instruction:

DEAR SIR—The money in the State Treasury belonging to the State School Fund, subject to apportionment, is one million seventy-one thousand six hundred thirty-seven dollars and thirty-nine cents ($1,071,637.39) as follows:

Amt. unapportioned Jan. 4, '98 $		1,435.79
Received from property tax....		727,581.98
Received from poll tax.....		136,620.88
Received from int. on bonds.....		113,585.45
Received from int. on lands....		20,538.31
Received from tax on railroads		47,821.02
Received from collateral inheritances.....		30,552.05
Received from sales Geological Reports.....		14.00
Total.....		$1,078,149.48
Less amounts paid on restitution of interest on lands sold not the property of the State	4,836.15	
Less amounts paid on annulment certificates of purchase.....	1,675.94	6,512.09
Net amout subject to apportionments.....		1.071,637.39

Respectfully submitted,

E. O. COLGAN,
Co troller.

OFFICE SUPT. PUBLIC INSTRUCTION,
Sacramento, July 8, 1898.

In accordance with the foregoing statement of the State Controller, I have this day apportioned the State school moneys to the several counties, as follows:

Total number of census children 340,952; amount per child, $3.14; amount apportioned, $1,070,589.28; amount unapportioned, $1,048.11

COUNTIES	AMT. APPORTIONED
Alameda.....	$ 93,289.40
Alpine.....	279.46
Amador.....	9,168.80
Butte.....	13,448.62
Calaveras.....	8,839.10
Colusa.....	6,820.08
Contra Costa.....	11,972.82
Del Norte.....	1,752.12
El Dorado.....	7,008.48
Fresno.....	23,977.04
Glenn.....	4,191,90
Humboldt.....	20,727.14
Inyo.....	3,074.06
Kern.....	9,702.60
Kings.....	6,926.84
Lake.....	5,410.22
Lassen.....	3,416.32
Los Angeles.....	126,397.56
Madera.....	4,615 80
Marin.....	8,788.86
Mariposa.....	3,513.66
Mendocino.....	15 737.68
Merced.....	6,465.26
Modoc.....	4,339.48
Mono.....	1,174.36
Monterey.....	16,799.00
Napa.....	11,429.60
Nevada.....	12,911.68
Orange.....	16,318.58
Placer.....	10,512.72
Plumas.....	3,067.78
Riverside.....	14,205.36
Sacramento.....	26,872.12
San Benito.....	6,380.48
San Bernardino.....	20,111.70
San Diego.....	26,617.78
San Francisco.....	234,997.60
San Joaquin.....	24,024.14
San Luis Obispo.....	17,235.46
San Mateo.....	8,983.54
Santa Barbara.....	15,470.78
Santa Clara.....	43,061.96
Santa Cruz.....	17,555.74
Shasta.....	12,145.52
Sierra.....	2,659.58
Siskiyou.....	10,716.82
Solano.....	14,629.26
Sonoma.....	28,407.58
Stanislaus.....	7,451.22
Sutter.....	4,185.62
Tehama.....	8,452.88
Trinity.....	2,317.32
Tulare.....	16,896.34
Tuolumne.....	5,620.60
Ventura.....	12,198.90
Yolo.....	10,716.82
Yuba.....	6,597.14
Total.....	$1,070,589.28

SAMUEL T. BLACK,
Superintendent of Public Instruction.

SCHOOL CENSUS.

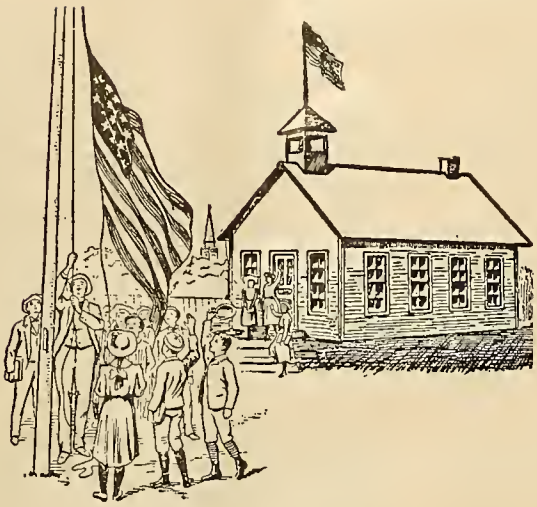
Superintendent of Public Instruction S. T. Black has received school census returns from all the counties in the State. The completed roll shows a net gain of 6,668, and is as follows:

COUNTIES—	1897.	1898.	Gain.	Loss.
Alameda.....	29,710	29,556	.....	154
Alpine.....	89	89	.....	....
Amador.....	2,920	2,945	25	....
Butte.....	4,283	4,269	.....	14
Calaveras.....	2,815	2,858	43	.....
Colusa.....	2,172	2,143	.....	29
Contra Costa.....	3,813	4,003	190	.....
Del Norte.....	558	583	25	....
El Dorado.....	2,232	2,272	40	.....
Fresno.....	7 636	7,768	132	.....
Glenn.....	1,335	1,328	.....	7
Humboldt.....	6,601	6,654	53	.....
Inyo.....	979	999	20	.....
Kern.....	3,090	3,319	229	.....
Kings.....	2,206	2,429	223	....
Lake.....	1,723	1,598	.....	125
Lassen.....	1,088	1,156	68	...
Los Angeles.....	40,254	42,043	1,789	....
Madera.....	1,470	1,462	...	8
Marin.....	2,799	2,892	93	.....
Mariposa.....	1,119	1,134	15	.....
Mendocino.....	5,012	4,948	.....	64
Merced.....	2,059	2,041	..	18
Modoc.....	1,382	1,465	83	.....
Mono.....	374	362	.....	12
Monterey.....	5,350	5,546	196	.....
Napa.....	3,640	3,549	.....	91
Nevada.....	4,119	4,131	19	.....
Orange.....	5,167	5,429	232	.....
Placer.....	3,348	3,422	74	.....
Plumas.....	977	1,002	25	....
Riverside.....	4,524	4,710	186	....
Sacramento.....	8,558	8,683	125	.....
San Benito.....	2,032	2,136	104	.....
San Bernardino..	6,405	6,528	123	.....
San Diego.....	8,477	8,504	27	....
San Francisco.....	74,840	76,236	1,396	.....
San Joaquin.....	7,651	7,520	.....	131
San Luis Obispo	5,489	5, 385	.....	104
San Mateo.....	2,861	3,111	250	.....
Santa Barbara.....	4,927	4,994	67	.....
Santa Clara.....	13,714	14,482	768	.....
Santa Cruz.....	5,591	5,431	.....	160
Shasta.....	3,868	4,120	253	.....
Sierra.....	847	831	.....	16
Siskiyou.....	3,413	3,498	85	.....
Solano.....	4,650	4,726	67	.....
Sonoma.....	9,049	9,107	60	....
Stanislaus.....	2,373	2,313	.....	60
Sutter.....	1,333	1,289	.....	44
Tehama.....	2,692	2,738	46	.....
Trinity.....	738	771	33	.....
Tulare.....	5, 381	5,471	90	.....
Tuolumne.....	1,790	2,144	354	.....
Ventura.....	3,885	4,082	197	.....
Yolo.....	3,413	3,389	.....	24
Yuba.....	2,101	2,026	.....	75
Total.....	340,952	347,620	7,804	1,136

(Net gain, 6,668.)

Department of Supervision

Items of Interest for Trustees, Parents and Teachers.



State Board of Education.

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MARTIN KELLOGG,.....Pres. University of Cal., Berkeley
ELMER E. BROWN,.....University of Cal., Berkeley.
Professor of Pedagogy.

Of Interest to Trustees.

Now that the schools are about to open for the current school year, it would be well for each and every member of each and every Board of School Trustees in the State to visit the school houses in their charge, and see that the same are in proper condition for the reception of pupils. It is well known that Trustees are busy people—yet it is a duty that they owe, not alone to the public, but to their children, to personally inspect the condition of school property. This is particularly true at this time, after the school-houses and outbuildings have been practically abandoned during the long summer vacation.

* * * * *

Blackboards will need repairing; floors ought to be thoroly scrubbed; stoves and stove-pipes will need overhauling; here and there a pane of glass will be needed; window fastenings and locks will need attention; there will be many cobwebs to remove; and the library cases and teacher's desks, as well as those of the pupils will need looking after. Trustees and teachers should see to it that no child of six to eight years is seated at a desk high enough for a youth of sixteen.

* * * * *

What shall be said of the condition of the outbuildings? They speak for themselves, and speak so emphatically that their presence may be detected at a distance of a hundred feet or more. How easy it is to cure all this! A little fresh earth properly distributed, along with a simple disinfectant, would work wonders. All foul words and disgusting pictures should be removed, and not be permitted to shock or pollute the morals of innocent children. There is no more excuse for exhibitions of depravity here than in our homes. Trustees and teachers, will you not think of these things? And, thinking, will you not act? Thought, to be effective, must be converted into action.

* * * * *

The water supply, in many school districts, needs attention. In the first place, the water should be pure. If obtained from a well, the utmost care should be taken that it is not polluted by seepage from vaults and other poisonous sources. It should be securely protected, too, from gophers and other animals having a prediliction for suicide by drowning. The pump, in all probability, needs repairing, and there should be an ample supply of fresh, clean, drinking cups and water buckets. Clean towels and wash basins are a school necessity—just as much as school-books, pens and paper.

* * * * *

As one travels thru the great interior valleys of California, it is painful to observe the contrast between the well-shaded homes of thrifty farmers, and the treeless condition of most public school houses. It is difficult to understand why this is so. The school house is the child's home from nine in the morning until four in the afternoon—the hottest part of day—when shade is most desirable; and yet the traveler sees school-house after school house, totally devoid of shade, blistering in the fierce rays of the sun. A little water, a little care, and a very little money would provide ample shade for the unfortunate children whose lot it is to attend these schools. Occasionally one is refreshed by the sight of a neat looking school-house surrounded by beautisul green trees. Now, what has been done in a few districts may be done in a great majority of the other districts.

These remarks are not made in a fault-finding spirit, but in the interest of the health and comfort of the children of the districts where such conditions exist, and in the hope that their parents will do something to bring about a more desirable state of affairs.

* * * * *

County Superintendents of Schools are not wholly blameless in the matter of neglect of school property. Section 1546 of the Political Code, which gives Superintendents a good deal of discretionary power, is as follows:

"1546. He (the Superintendent) may, in his discretion, require the Trustees of any district to repair the school buildings or property, or to abate any nuisance in or about the premises, if such repairs or abatement can be done for a sum not exceeding fifty dollars, and there is a sufficient amount of money in the treasury to the credit of the district. He may also, in all cases, require the Trustees to provide suitable outhouses, and where practicable, to adorn the ground with fruit and ornamental trees and shrubbery; and if the trustees neglect to make such provision, he may cause it to be done, and pay for it on his requisition upon the County Auditor, who shall draw his warrant, payable out of any money to the credit of the district."

* * * * *

A school trustee writes as follows: "Can the trustees hire the husband of one of the members of the board to do the janitor work? Can they employ her son? Can a husband, if trustee, vote for his wife to teach the school, or can the other two hire her regardless of his vote?"

It seems hardly possible that a condition of affairs should exist in any school district of this State that would make such questions necessary. I desire here to reiterate what has been said again and again that it is the duty of school trustees to secure the best teachers they can find. It may be possible that the husbands or wives of trustees are the best teachers, but their selection would be viewed with suspicion in most districts. The management of our schools should be, like Caesar's wife—above suspicion. There is no room for the "spoils" system in educational affairs.

SAMUEL T. BLACK,
Supt. of Public Instruction.

The New Geography.

"The class in geography come to the front,"
The teacher kindly said.
"And the scholar who makes the least mistakes
Shall surely go up head."

"Now what is an island? Hold up your hands,"
And Tommy Jones replied:
"It's a body of land surrounded by boats
And a few bottled up inside."

"And what is a bay?" the teacher said,
And Tommy Jones answered back:
"It's a body of water that ain't no use
Because of the Merrimac."

"And what is a mountain?" the teacher said,
And Tommy raised his hand:
"It's a place you can lick the Spanish from
As soon as you choose to land."

"Now, one more question, a continent,
Can Tommy Jones tell me that?"
"It's a place where, whenever Old Glory flies,
The people take off their hat."

Then the teacher smiled on Tommy Jones,
And his schoolmates let him pass,
And gave him a flag for his buttonhole,
As he stood at the head of the class.

—*James Clarence Harvey.*

That song is sweetest, bravest, best,
Which plucks the thistle-barb of care
From a despondent brother's breast,
And plants a sprig of heart's-ease there.

Psychologic Foundations of Education. William T. Harris, U. S. Commissioner of Education. D. Appleton & Co., N. Y. ©1898.

The theme of this book is that "Education has use for psychology only in so far as it shows the development of mind into higher activities and the method of such development." There is thus implied an all-inspiring end of education and a well defined way reaching it. This end is stated to be "to of take the pupil safely * * * up to the insight into the personal nature of the absolute." Accordingly, "All parts and pieces of school education and all other education should have in view this development of the intellect."

The way to reach this end is to aid the pupils in passing thru three stages of thought which the author believes to be inherent in the very nature of thought as a process. The first of these is one which each thinker naturally and unreflectingly takes for himself. Here objects are known in their simpler qualities with little inkling of their relations and consequent underlying unity. This is the most abstract or imperfect knowledge. His reflection may be aided in leading him into a second and more perfect stage of thought in which he sees objects as manifestations of resident energies acting according to definite modes or laws. This is a mechanical view of the world. The thinker feels forced to yield obedience to inexorable and ruthless law. Such an attitude may be escaped by being further led to see that the world cannot be separated from intelligence as the pre-supposition of its laws. From such vantage ground once gained, the world may be seen to be at bottom Personal, and Infinite Intelligence illumines it thru and thru. The thinker has here reached an ethical view of the world. The Infinite Intelligence is all-inspiring and wins his profoundest sympathy. He allies himself with it,—and education has reached its mighty end.

The author, accordingly, carefully and profoundly unfolds to view the psychology of the subjects in the school curriculum and of the several institutions which make up society. Such a psychology differs widely and most profoundly from current psychologies, and for purposes of education is correspondingly valuable. It will abundantly repay careful and extended study,—a veritable education in itself.

WASHINGTON WILSON.

Young People's Shakespeare: Twelfth Night. Edited by Elizabeth Lee. The Educational Publishing Co.

Miss Lee has done her work excellently: the necessary eliminations have been made with tact and the Introduction and notes are all that can be desired in so small a compass and for this purpose. We have here a thoroly suitable and readable school Twelfth Night and what more can one say, for if there is a delightful comedy of Shakespeare's it is surely this one.

First Book for Little Folks by Rebecca S. Pollard. Western Pub. House, Chicago.

Designed for use by children during their first school-year. The book consists of 100 pages, intended to be traced by the pupil on transparent paper, followed by a few hints to the teacher. It appears well suited to the purpose as the type and script are large and distinct, tho the pages being rather small limit the size of the drawings too much.

Odysseus the Hero of Ithaca, by M. E. Burt and Z. A. Ragozin. Chas. Scribner's Sons 1898.

There is no tale much nearer to a boy's heart than this of Ulysses, and it is here presented in the most handy and readable form. The highest praise an English reader can give is that it bears reading after the noble standard translation of Butcher and Lang, and altho the volume only runs to a little more than 200 pages and covers the whole story of Ulysses' life both in and out of the Odyssey, there is hardly any loss of force or interest. The present version is doubly interesting as a translation from the story used to-day in the Athenian Public Schools. The print, binding and illustration, are choice and in keeping with the spirit of the work. The more of this Greek atmosphere we can get into our schoolhouses the better for us all, and in that conviction we most heartily commend this book.

The Rational Spelling Book by Dr. J. M. Rice, in Two Parts. American Book Co.

Dr. Rice, the Editor of the *Forum*, is already well known for his educational work. These two small books are designed to cover eight years of school work. Part 1, being adapted for the three lower grades. The lessoni consist of about twenty words grouped according to evident standards of similarity, and followed by a series of short and interesting sentences. Provision is made for constant and thoro reviews: and at the end of the second part there is a useful list of 300 of the most frequent geographical names. The lessons are carefully graded on the Dr's own system, based on a study of the spelling of some 33,000 pupils, and he claims that he has thus obtained a scientific series of words which will be of great assistance to the teacher and lessen the labor of spelling to the pupil by introducing the new problems in a rational order. At the end of Part II there are two pages of rules for the spelling of derivative words which the author characterizes as short-cuts. These comprise the dropping or retaining of the final e, the doubling of the final consonant before an added syllable, and the retaining or changing of the final y; there is a short but sufficient list of exceptions in each case.

Holden Pat. Book Covers

No device or invention during the last twenty years in reference to school work has resulted in a great practical benefit, as the book covers manufactured by Holden Pat. Book Cover Co. Springfield, Mass. Write for sample.

Missing Boy.

Teachers, Pupils and Patrons of the Public Schools: An earnest plea is made to you to lend your active, personal interest in finding and returning the boy to his father. The lad was taken from the Lafayette School, Oakland, on January 31st, last, and tho the most dilligent search has been made, no clue to his present whereabouts can be found.

The boy is undoubtedly held under improper restraint and influences as he has not communicated with any of his own people since leaving, tho he was in the habit of so doing prior to his disappearance. He is 13 years old, large, brown hair and eyes, with a very active, sunny disposition. Has been carefully reared and is in no way an intractable child, and the last one to run away, except thru questionable influences.

A special request is made to each and every teacher to ask her pupils to report the presence in their neighborhood of any boy answering the description, as he may not be in attendance in the schools. He may be living under a fictitious name, as he has been sent away by parties who had him in charge, out of malicious motives.

Any information touching him will be very gratefully received by his father,

J. E. DEPUE,
Oakland.

SCHOOLS.

Hon. Ira G. Hoitt's School for Boys at Burlingame is one of the best, most homelike, and delightful places to put your boys for care and education in the State. Mr. and Mrs. Hoitt have an ideal home school. If you have a boy you want to place in school address Ira G. Hoitt, Burlingame.

The Irving Institute is the best school for young ladies on the Pacific Coast. Rev. Mr. Church, the Principal, is an experienced educator, and the school in its new location, No. 2126 California Street, is all that could be desired. Write to him for circular.

The Trinity School, 3300 Washington Street, is an excellent school for boys. Boarders are limited to twenty-five. There are eleven competent instructors. Rev. Dr. Spaulding has conducted this school for many years in such a manner that it is recognized as the best school of its kind in San Francisco, with absolutely Christian home influences. Write to Rev. E. B. Spaulding, 3300 Washington Street, for catalog.

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Beware of Ointments for Catarrh that Contain Mercury,

As mercury will surely destroy the sense of smell and completely derange the whole system when entering it thru the mucous surfaces, such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is ten fold to the good you can possibly derive from them. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, Ohio, contains no mercury, and is taken internally, acting directly upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally, and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free.

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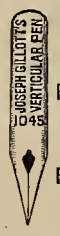

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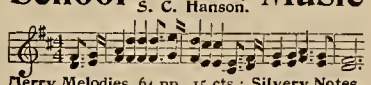

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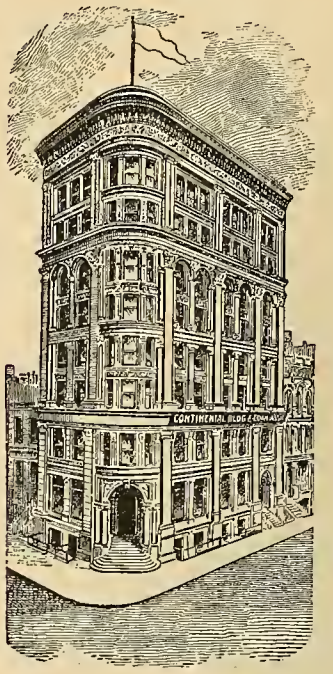

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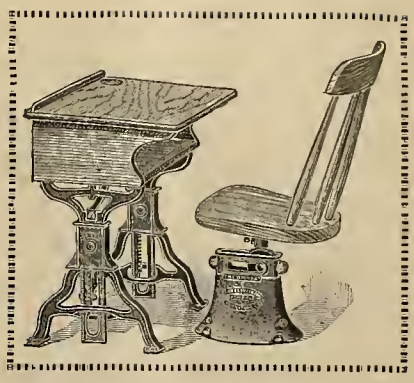

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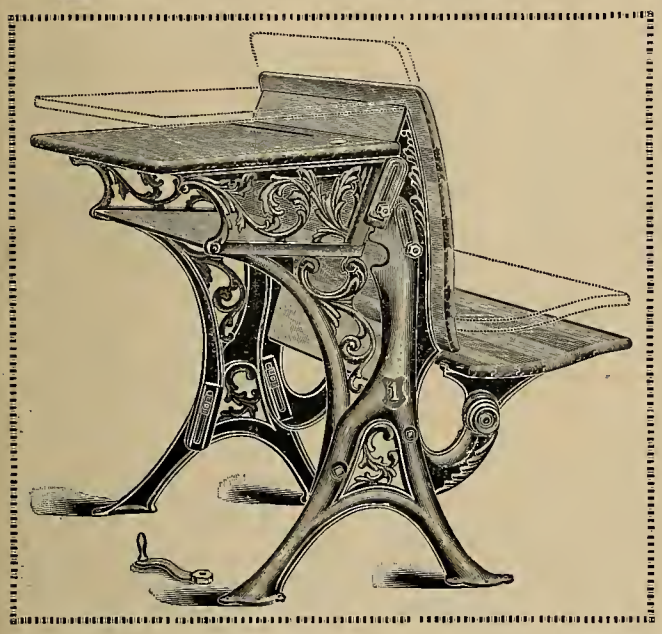

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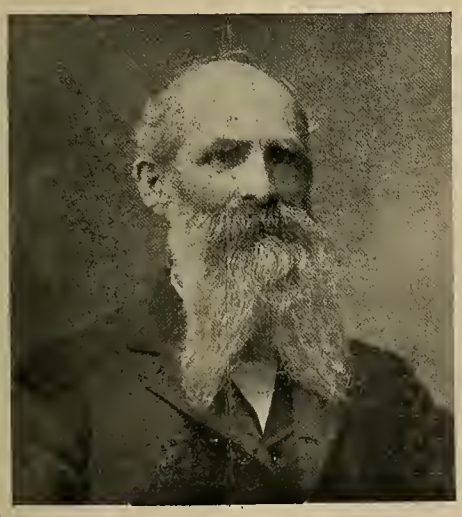

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Suggestive Paragraphs

From the Writings of William James, Professor of Psychology in Harvard University.

[Prof. Wm. James has been engaged by the Philosophical Union of Berkeley and Supt. Garlick of Oakland, for a series of addresses. The following random paragraphs will therefore be of more than usual interest.]

What we experience, what *comes before us* is a chaos of fragmentary impressions interrupting each other; what we *think* is an abstract system of hypothetical data and laws.

* * *

Habit is the enormous fly-wheel of society, its most precious conservative agent. * * * It is well for the world that in most of us, by the age of thirty, the character has set like plaster, and will never soften again.

* * *

If the period between twenty and thirty is the critical one in the formation of intellectual and professional habits, the period below twenty is more important still for the fixing of personal habits, properly so-called, such as vocalization and pronunciation, gesture, motion and address. * * * The great thing, then, in all education, is to make our nervous system our ally instead of our enemy. It is to fund and capitalize our acquisitions and live at ease upon the interest of the fund. For this we must make automatic and habitual, as early as possible, as many useful actions as we can. * * * The more of the details of our daily life we can hand over to the effortless custody of automatism the more our higher powers of mind will be set free for their proper work.

* * *

Let no youth have any anxiety about the upshot of his education, whatever the line of it may be. If he keeps faithfully busy each hour of the working day, he may safely leave the final result to itself. Silently, between all the details of his business, the *power of judging* in all that class of matter will have built itself up within him as a possession that will never pass away.

* * *

Keep the faculty of effort alive in you by a little gratuitous exercise every day.

* * *

The practically cognized present is no knife-edge, but a saddle-back, with a certain breadth of its own on which we sit perched, and from which we look in two directions into time.

* * *

All improvement of memory consists in the improvement of one's habitual method of recording facts.

SEPTEMBER
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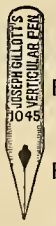

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In order that the official journal may be kept on file, we will furnish a binder for 9 cents. This binder will hold twelve copies, and will be of great service. You will want to preserve the April JOURNAL on account of Dr. Draper's address, and on account of the decision of the State Superintendent of Public Instruction; you will want to keep the May issue on account of the report of the Biennial Convention.

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* *

Mrs. May Cheney requests that university students who desire to teach prepare themselves for more than one subject. So great has been the popularity of the elective system in our universities that recent graduates find themselves incapable of teaching any other subject but the major.

* *

There is an idea prevalent among some classes that unless a teacher is a graduate of a normal school or university, that his day of usefulness is past. It is true that our teachers and students should be encouraged to secure all the professional training possible. It is efficient, but not sufficient. You cannot put live blossoms on a dead tree, and you can even kill a live tree with too much irrigation.

"Tales of Discovery," by Margaret Graham Hood, in the "Western Series of Readers," is one of the most interesting, if not altogether the most charming book of stories that have been told within a year.

* *

Pres. E. T. Pierce of the Los Angeles Normal is the first to experiment with the new blackboard—or rather greenboard. He has substituted a green board for the blackboard in one of the recitation rooms of the Normal.

* *

There are two adjuncts to a school that are equally useless—a flag pole where there is no flag, and a blasé teacher; blasé as to methods, educational progress, pedagogy, psychology, and to that which is good in the new.

* *

Philip M. Fisher, in a rather remarkable speech before the Republican Convention, used a swear word. Now Philip is a Sunday School teacher, and an active member of several churches. He should, therefore, be entitled to swear occasionally.

* *

Where a county superintendent makes his institute a week of broad fellowship, a re-union of high ideals of school work and good feeling, then he does not fail in his duty, even if Miss Jones did not get a note book full of "How to teach fractions" or on the psychological, pedagogical influences of an idea upon a child as it comes blanketed with the verbiage of so-called modern philosophy of education.

* *

The name of Superintendent of Public Instruction, S. T. Black, was not presented to the Republican Convention. His friends made a preliminary canvass for him, and no man questioned the efficiency or popularity of his admidistration. But in politics one must win and one must fail, and when it became evident that Supt. Kirk of Fresno, had a majority of the delegates, he withdrew from the fight. Supt. Black will go out of office on the first Monday in January, leaving an excellent record and few, if any enemies.

* *

There are two spectacles in California that every lover of education must deplore. First is the condition of affairs at the San Jose High School, where the pupils have been encouraged to revolt. Many of the young men and women who have taken part in the fight will have a precedent, and a strong one, if ever opportunity should arise to revolt against the rule of the majority—a rule upon which our republic is based. A just cause, however, may justify the conditions. In Berkeley the trustees elect a teacher, she whips a boy. The boy's parents take up the case. The people divide. A new teacher is employed, a tent is erected under a tree, and an opposition school started. And all the petty vices that have cursed mankind since the morning of the world are effectually taught by example to the helpless children.

The teachers have before them a whole year's work. What will be the result? Many a child will be awakened to a new thought, a new life, a new mastery of itself, a new ideal for its future.

* *

'**An element** of weakness in our educational system," says A. S. Lane, "as it is administered, is that of instability, and by virtue of the presence of this fact, it is one of the most serious drawbacks to uniform progress, and it results from a lack of standing on a firm basis of authority which introduces a certain degree of incoherence into its actions and prevents the establishment of that kind of an organization which works with regularity, precision, flexibility, and caution. Under such restraints, clearness and precision of will and intelligent guidance of all educational efforts are enfeebled, leading to indecision as to aims and purposes, and hindering that exercise of carefully planned work, and prohibiting and greatly restricting that degree of forethought, which is necessary to eminent success in all great undertakings. While the schools are maintained and administered ostensibly in the interests of the whole, they are largely in the hands of a majority, oftentimes weak, precarious and variable, and existing conditions are always threatened by a rival and tinged by a constant dread of losing what has been already accomplished. Until the public schools are freed largely from this impediment, clashing interests will prevail to such an extent as to preclude the highest and completest form of educational work in this country."

* *

The State University has this year accredited about ninety High Schools, and nearly as many more are getting ready for the examining committee. This presents to the State University and to the schools a problem of momentous consequences. How can the examination be made with least detriment to the university and most good to the schools? On the part of the schools the accrediting is entirely voluntary. If a school desires examination, it makes formal application to the Berkeley authorities, sending its course of study and written work for inspection. These meeting with approval, the school is visited by a committee of the faculty, representing different lines of entrance requirement. The committee varies in number from three to six, and their visits are made simply to suit the convenience of the examiner, and without previous notice to the school. If the work is found satisfactory, the school is placed upon the accredited list. This means that graduates of the school, on receiving a special recommendation of the principal may be admitted to the university without examination.

A school may be accredited in some subjects and not in others, or a student may be only partially recommended by his principal. In such cases entrance examinations are required to remove deficiencies. Schools not desiring accrediting may teach what they please, as they please; and their students present themselves for entrance examinations at Berkeley. Thus each school is left to decide for itself whether it wishes to come under university super vision. The local school bears none of the expense of examination. When the present system was introduced there were very few high schools in the State, and their examination was at little cost to the university, but with increase in numbers there has been a corresponding increase both in money and time of instructors.

The benefits to the schools of the State are many. Secondary schools have been greatly encouraged. Local school authorities have found in the visits of the Berkeley examiner a means of judging the efficiency of their school, and comparison with other communities. Small equipment and poor teaching are no longer concealed by personal popularity or local pride. Impartial judges with standards which no local board is likely to possess, pass upon the work, and it must stand or fall upon its merit. Each community has in the university examination a standard for judging whether it is getting proper returns for cash paid in support of its high school. Communities having any pride in their schools feel compelled to call upon the highest authority for approval. Thus from its position as the head of the State educational system the university has come to have almost a dictatorship over the high schools. The high schools, in turn, working for university approval, force certain preparatory conditions upon the grammar schools. The city grammar schools influence more or less directly country schools, some of whose pupils are preparing to enter accredited high schools. Thus the State University is exerting its influence thruout the length and breadth of the State.

A wise and benevolent dictatorship is perhaps, ideal government. Is the control of the university in all respects wise? Is its policy dictated by educators of broad views, or by specialists along narrow lines, who see in the schools of the State only the possibility of fitting a few students to their own class-room? Does it look to university preparation only, or to the best interests of the great mass of children who can never enter college? If the former, then the great power which it has now obtained in this State must work evil to the schools, and loss to the university. Grammar schools should give the best education possible to those who go no farther. The high school must give the greatest advantages to those who enter from it the walks of life. The college must take its few where the high school leaves them.

The over-lordship of Berkeley has brought great blessings to the schools of the State, but we now hear many complaints of an accrediting system, once useful, but to-day outgrown. The great number of schools now to be visited deprives college classes of a large amount of instruction. Visits to a high school are often very short, teacher and class are seen under unusual strain, and it is doubtful if any correct judgment of the work can be formed. Under such conditions great injustice may be done to a school or its teachers, and confidence of a community in the university weakened. There seems not to be a uniform standard of excellence among the departments, and even men in the same department bring to a school different criterions for judging its work. The teacher who this year works under the suggestion of Prof. X may next year find that Prof. Y does not agree with her former visitor. Such are some of the complaints which come to the JOURNAL.

We are glad to learn that the university faculty are mindful of the weak points of the present system and have the revision of the whole matter under advisement. The plan of Prof. Jones, outlined at the Alameda County High School Teachers' Club, has much to recommend it. By this plan three men would be appointed, of broad culture and large experience in secondary schools. These professors should spend one half year in university instruction and one half year in inspecting high schools. Each would examine in a group of related subjects. He would spend two or three days at a school, investigate the organization and management as well as the equipment and character of the teaching. His advice to the teachers, talks to the high school pupils and the public would awaken new educational interest in the community. The same instructor would examine each year in the same subjects. By conferring together and with other professors at Berkeley a more uniform standard of excellence would be presented to the schools of the State. Traveling expenses would be much less for three men than for a dozen. College instruction would not suffer, since these men would have no classes during one half the year.

We believe that this, or some other plan will be adopted which shall insure the schools of the State the excellent results of guidance from the head of the system, and remove the present causes of complaint.

Language Work in the Second Year.

Taking up language regularly and systematically in the second year, the work in the first usually being of an incidental, or correlative nature, this question presents itself: Without the use of text-books in the hands of pupils, how shall we systematically present the work and attain the desired results?

The desired result? Listen to the flagrant abuse of King's English by the present day graduate of our grammar schools, and we find we deal in theory and not in practice. If it is not within the ability of the average pupil to apply the rules he learns in grammar, why should he learn them? Believing it is within his ability if we begin right, I exhort that the fundamental work in the second year be planned first, religiously carried out, and systematically drilled upon. That the greater part of the work should be oral is readily granted; yet a child completing the second year ought to be able to reproduce in writing a simple story or event. For this, a certain amount of what might be termed technical work must be required.

The following are suggested as the necessary fundamentals to be developed in this year. More might be accomplished in nearly every case, but it is not advisable, as the more important oral work can easily be expanded to occupy the remainder of the time:

1. Use of capitals.
2. Use of apostrophe.
3. The four kinds of sentences and their punctuation marks.
4. Use of comma after an attention word and in a series.
5. Writing of a simple letter.
6. Writing of an address.
7. Uses of following verbs:

see	do	will
is	was	has
draw	learn	teach
write	take	shall

8. Uses of homonyms:

flour	flower
write	right
to	two, too
their	there
pear	pair, pare
no	know
new	knew
ate	eight
here	hear
cent	sent

Send a child out into the world with the foregoing thoroly learned, and he will be able to write a fair letter or paper; but omit one of the above items and it would be a void always felt. Now for the oral work.

The object of this work is to lead the child to express himself fully and—after a pause I add—correctly. For we may attain it—some day. Meanwhile, we keep it in view. Every teacher probably has her own method of developing oral expression. Probably the most common way (also the laziest and least systematic) is to say to the child who has just read, "Now, Marie, what did you read about?" The first time this is sprung upon Marie, she may be unable to repeat a word, and the teacher may pat herself on the back and say, "That's a splendid scheme," but Marie is soon able to glibly repeat the words of the book, and if she is exceptionally bright, she may learn the use of a new word occasionally.

All honor to this method, it is good in its place. We have all been surprised at times at the utter blankness of a child's mind upon a subject just read about. But this is reading, and will not suffice for language. A child should learn to express his own thoughts as well as those of others. A good method is the use of myths. A part of a myth is told each day; each day the part told before is reproduced by the pupils, discussion being developed upon interesting parts of each myth. Another method is the presentation of an animal or a plant for observation and discussion. With due reverence for unity of thought and greatest consideration for harmonious variety, we suggest the following program for the year, for object work from which oral and written work may be developed:

In the period after midsummer, insects—the grasshopper and one other.

In the fall and early winter, animals—squirrel, cat and dog.

Midwinter—Myth stories.

Spring—birds, seeds, flowers and butterflies.

The ways of presenting and developing the above are numerous; monotony is not so dangerous as if one subject were adhered to all the year. The technical work should be presented and drilled upon in many disguises during the whole year. Poems and stories for reproduction will assert themselves everywhere. Letters may be at first copied, afterwards compiled, upon each subject.

A delightful plan for written work is the writing of an autobiography of a flower or animal. The readiness with which the child grasps the idea, and the enthusiasm with which he works it out, show what a creature of imagination he is. This written expression of thought should be approached warily. Copied work will endure long practice; elliptical sentences are then, for a time, a source of delight.

Sentences may be composed now but only from definite directions, i. e., in answer to direct questions, or using a certain word. Written work should be preceded by oral. The spelling and handling of the pen require a certain amount of their attention; this should be allowed for, when they "make up," especially. Given a picture brim full of life, with the direction to write five sentences. How often have you met with such returns as these?

1. I see a man.
2. I see a boy.
3. I see a tree.
4. I see a house.
5. I see a ball.

What was the matter? The imagination had not been stirred up. It was a representation only. Put life into it simply, a suggestion, and those figures will be people, full of action; he will no more say "I see," etc., than if he were out walking and a runaway dashed by, he would trudge on, saying passively, "I see a runaway."

Don't say a boy has no imagination; he may be ashamed of it, he may not know how to lay bare his train of thought; but prospect and you will find. You will also find language to be the most interesting, satisfactory, animated subject you teach.

MERRIL MONROE.

Miss Katherine M. Ball.

It is our pleasure to present to the readers of the WESTERN JOURNAL OF EDUCATION the picture of Miss Ball. No woman is better known to the teachers of California than this well known special instructor in Drawing. Miss Ball is a genius as an advocate of the harmony of color, the decoration of school rooms, and the deeper subtleties of art in all its phases as applied to public school work. She knows her subjects and presents them in a forcible and instructive manner. She has written a number of books upon the subject of Drawing; her most recent one being "The Drawing of Foliage," the re-publication of a series of articles from this journal.

The Evolution of the Teachers' Institute.

BY CHAS. H. ALLEN.

As soon as the fact became well recognized that teachers are made, not born, and that there is a science of education and an art of teaching, thoughtful educational men like Horace Mann, Henry Barnard and D. P. Page, together with many others less widely known, set about finding ways and means for giving to those engaged in, or about to engage in teaching, some special training for their work. The most ready means that suggested itself as available was the teachers' institute. It was, of course, understood that as these sessions must necessarily be of short duration, no great amount of training could be given and but little of knowledge, but one of the leading thoughts was to inspire those who came together with a love for the work and an ambition to excel.

At that time there were few trained teachers. The best qualified pupils from the common schools, as all rural schools were designated, were usually selected as teachers; many times, in the same schools in which they had been pupils. The only guidance these young teachers had was the remembrance of how the last, or possibly the "best-liked" teacher had managed the school, and taught them. And as it usually happened that the better the teacher the better he was liked, the schools were not so bad, as a whole, as we should now think they would have been. There were, however, ruts, and very deep ones, too. Now and again a student from some academy, or an under-graduate from some college was employed, but few of these found their way into the rural schools. Until the era of the institute dawned, the schools all plodded along in the same old way, and did the same old work.

The teacher put in his six hours hearing lessons (from a text-book in hand, of course), the only diversion being the necessary work of disciplining the schools. In New England, where my early school days were passed, this was not an easy task. I became well acquainted with the fool's-cap and dunce block, the ferule and the rod; and the acquaintance was often a very personal one.

With the first institute there came a change. It was largely brought about by giving to those attending, a new ideal; an ideal school toward which to work. We were made to see clearly that schools could be bettered, and at the same time we were inspired to try to better our own schools. We were given instruction in methods of discipline and in methods of teaching. As must always be the case, some of these methods were good, and some were indifferent; some we could comprehend and possibly use, and some we could not. But most of us made the attempt. The best result accomplished was that it set us to thinking—made us unsatisfied, often dissatisfied with our present work. When this happens, advancement is not slow to follow. We referred again and again to our note books, compared notes with each other, visited each other's schools, in short, became interested in our work. Three educational works came into use: Abbot's Teacher, Hugh Miller's "My School and School Masters," and later Page's "Theory and Practice of Teaching." The teaching-world moved.

At the institute held by Page in Chautauqua County, New York, he gave us evening lectures, or talks on hygiene and on the rules that should be observed in social intercourse, both of which were sadly needed. He was a man who could talk plain English plainly, and yet so delicately as neither to hurt nor offend. One of his suggestions was so pointed, and as many years' observations have convinced me, so necessary, that I venture to repeat it: "When making an evening call," said he, "at the proper hour to go (and do not make it too late), bid your hostess good night, get your hat and—*go*," with an emphasis on the last word that I have never forgotten.

Of course, in the beginning it was difficult, often impossible, as it is to-day, to get really well qualified men to do institute work. Given the right kind of a leader and a good institute follows as a matter of course. Where the services of normal school teachers could be had they were selected, and in default of these, superintendents and teachers of wide and successful experience were engaged. There was no "institute fund" for some years, and the work was usually gratuitous, altho those in attendance often made up a purse for the conductor, or made some other acknowledgments of their appreciation of his work.

Attendance was not obligatory, but, as for the shorter institutes the teachers were entertained without cost by the citizens of the hamlet where they met, most unemployed teachers, and young per ons expecting to become teachers, attended, and in most cases there was a fairly large assemblage. In recognition of the free entertainments, evening lectures or programs were provided, of a more general nature, and there was often a generous rivalry among the villages to see which should have the institute; and institute week was reckoned an event long to be remembered. From these somewhat crude beginnings, faulty in many respects, yet always earnest, institute work has grown to enormous proportions. Legislative aid when asked, was readily granted, and men who had the interests of the public schools at heart began to bring them into more systematic, and therefore more productive form. Funds were provided to pay qualified conductors and instructors, and attendance upon them was, in many cases, made obligatory.

Superintendents of Public Instruction in many States arranged series of institutes—one or more in each county, and secured the services of competent persons to give instruction in them. These selections were made largely from the faculties of normal schools, and in some of the States to-day, one member of each faculty is designated "Institute Conductor," his duty being to conduct all teachers' institutes held in his district. As is usually the case in all such matters, there have been errors and occasional set-backs. In a future article I shall speak of these, and from the standpoint of one who has conducted nearly a thousand institutes, in no one of which have I ever seen even an approximation to the state of things given by Mr. Brown, in the August JOURNAL, shall make some suggestions about institute work, based upon wide observations and considerable experience.

The Need of Hospitality in the School.

Extract from an Address by Jennie L. Havice, San Diego, Cal.

I shall relate a little incident that came to my notice, not in a fault-finding way, but hoping to bring about a little more "Hospitality in the schools." A timid girl of tender years was transferred from a small school, where she had been a favorite, to a larger one. Finding no one to play or speak with she frequently went home and with tears begged to be allowed to stay at home. One day she made bold to go up to another girl and slipped her hand timidly in hers. But the girl, who should have been taught at home and in school to be polite to strangers, said: "Oh, go away; I don't want to play with you!" Result: A child's heart broken (as hearts break), and more tears when she reached mamma's circling arms. Then, too, there is much jeering and too much jesting after repeated jeers. I heard some girls call, "Oh, come on; we are only funning," but I knew the iron had entered that little soul and there would be no more happy-hearted play that day.

In Mrs. Clark's series of books for children we find such remarks as these: "She had better go back to the ark and tell Mrs. Noah," and "Oh, that little Mother Hubbard," or, "She's a grandmother cut down." You have all heard like remarks made about new scholars and I know them to be considerably worse in some schools. Miss Jerusha Runnel, about whom they were made, came from "Shy Corner," and she came out all right, but there was one girl in that school whose mother was what we, as mothers, should be, and she remembered that mamma says: "We must always be polite to strangers."

So you see there is need of hospitality in the schools. In the home what grace is like unto it? How we admire the woman who opens wide her door and says "Come in," and what insight do you get of the woman who opens the door a little way and peers out to see who or what you are. It is all right to draw the line, but don't do it with the one who knocks timidly at your door. Open it wide and let her in, even tho later you do have to kick her out.

Do not be too much concerned about your children making friends with "little nobodys." Teach them rather true politeness, which is the same as culture and refinement. Give them the best education pos sible, and in the end, as water seeks its level, they will seek their friends, tho they do have to go over some rough grounds to find them. The rocks and pebbles over which water flows help to make it bright and sparkling, so contact with other natures will help the child in a way we otherwise cannot. Let your house be open to their little schoolmates and playmates. The doors to evil you know not of, may open and close upon them and their souls be sullied when it should be only the carpets.

There is need also to emulate the pleasant manners of pleasant people we meet. No matter who says it, it is always a compliment to have it said of you, "She is always so pleasant." I once knew a lady whose smile I shall never forget, but shall try to emulate. She had neither wealth nor great fame, but she could talk intelligently. (To do this you must belong to at least one club, presumably a mothers' club.) She was always hospitably kind, kept herself well informed, and remembered items of interest to friends and people she was likely to meet. Do you wonder that everybody loved her? But she had nothing to trouble her, you say. She had a world of it, just as you and I have to-day, but she seldom spoke of it. She had enough intelligence to cover it. I remember being in the midst of some tiresome work, ready to drop with despair when I thought how I should like to go to her and then of how her face would light up with that pleasant expression that always met yours. I thought of how she would talk and listen and soon I found that my thoughts were in a healthier vein and that I was thus enabled to finish the work calmly and without complaint. Can you make of yourself such a friend?

The riches of the commonwealth
Are free, strong minds, and hearts of health;
And more to her than gold or grain,
The cunning hand and cultured brain.

—*Whittier.*

Oh, how I laugh when I think of my vague, indefinite riches. No run on my bank can drain it, for my wealth is not possession, but enjoyment.—*H. D. Thoreau.*

Model Schools of a Model County.

SUPT. GEO. L. SACKETT.

At a recent meeting of the N. E. A. the State Superintendent of Public Instruction of Missouri discribed the typical country schools of the Eastern States.

He spoke of the dilapidated fe ces, the littered yards, the shattered shutters, the leaning chimneys, the outhouses, sentinels of immodesty, and the inside of the school house like the inside of a barn.

As a strong contrast to this picture of the Eastern rural school, we present the photographic reproductions of several of the schools of Ventura County. There are many counties in the State that could make an equally good showing as Ventura. Superintendent Sackett is proud of the record that Ventura County has made, and these illustrations are taken to show what fine educational homes the children of Ventura County have. No better investment can be made than that of providing the children with pleasant surroundings. Ventura County has valued this.

A Study of the following statistics, as typical of our California Schools, should be of interest to all.

VENTURA GRAMMAR SCHOOL.

School Statistics.

Number of departments employing one teacher each	81
Number of grammar departments	45
Number of primary departments	36
Number of boys enrolled in primary and grammar schools	1669
Number of girls enrolled in primary and grammar schools	1524
Total enrollment	3193
Average number belonging	2264
Average daily attendance	2238
Percentage of attendance on average number belonging	98
Number of School visits made by school superintendent	141
Number of school visits made by school trustees	152
Number of visits made by other persons	1597
Average number of months school was maintained.	9.07
Length of time in months the same teacher has taught school	20
Male teachers in primary and grammar grades	18
Number of female teachers in primary and grammar grades	63
Average salary paid	$66.00

VENTURA UNION HIGH SCHOOL.

SOMIS DISTRICT.

Financial Statistics—Receipts.

Total amount received from all sources	$85,152.32

Expenditures.

Amount paid for teachers' salaries	$49,445.70
Amount paid for contingent expenses	9,914.31
Amount paid for sites, furniture, &c	4,595.67
Amount paid for books	802.71
Amount paid for apparatus	32.00
Total expenditures	$64,790.39
Balance on hand July 1, 1898	$21,361.93

MOUND DISTRICT.

Miscellaneous.

Total valuation of lots, school houses and furniture	$159,486 00
Total valuation of school libraries	10,537.00
Total valuation of apparatus	6,019.00
Total valuation of grammar and primary property	$176,042.00
Total number of volumes in school libraries	20,140
Bonded or other indebtedness	$33,866.66

Total number of school houses 59. Average monthly salary paid to male teachers, $75.00; female teachers, $63.36. Number of normal school graduates, 42. Rate of school tax, 37½ cents. Private schools in the county, 2; number of private school teachers, 10; number of private school pupils, 52. Number of districts supplied with the "American Flag" 38; number not supplied, 15.

Number high schools, 2; male teachers, 5; female teachers, 5; male pupils, 117; female pupils, 203. Total valuation of high school property, $22,886.00; teachers' salaries, $8,750.00; contingent expenses, $5,908.28. Average monthly salary, male, $113.75; female, $83.00.

GEO. L. SACKETT, School Sup't.

AVENUE DISTRICT.

THOS. J. KIRK.

CHRISTIAN RUNCKEL.

Candidates for Superintendent of Public Instruction.

[The readers of the JOURNAL will be interested in knowing the claims of the candidates for Superintendent of Public Instruction. For this reason we present their pictures and a brief biography of each.]

Thos. J. Kirk has been an active citizen and educator. The following bare statement of facts connected with his career will give a better idea than any flourish of rhetoric, or the usual campaign praise can possibly do.

Thos. J. Kirk, Republican candidate for Superintendent of Public Instruction, was born near Richmond, Ray County, Missouri, September 9, 1852. Lived on his father's farm in Sullivan County, Missouri, and attended the public schools and some private schools of that State until sixteen years of age, when he entered the Normal School at Kirksville, and there was under the tuition of Dr. Joseph Baldwin, Prof. J. M. Greenwood and other celebrated educators.

Mr. Kirk taught his first school in the fall of 1870, in a suburban district of the City of Kirksville. He alternated teaching and study at Kirksville Normal for about four years.

He came to California in February, 1873, and at once engaged in teaching in Colusa County. To become better acquainted with California school methods, he entered the State Normal School at San Jose and was a member of the senior class of 1874-5.

In July, of 1875 he came to Fresno County and taught a term of eleven consecutive months and then made a visit to Edina, Missouri, where in August, 1876, he married Miss Julia Bryant. Returned to Fresno County and taught two years. During the school year of 1879-80, he, as principal, and his wife as assistant, taught the school at Warm Springs, Alameda County. Elected principal of Fresno City Schools and returned to Fresno in August, 1880. Principal Fresno Schools 1880-81-82. Failing health caused his resignation, and from 1882 to 1884 was engaged in the boot and shoe business in Fresno.

In March, 1884, joined h s brother in manufacturing business at Peoria, Illinois; returned to Fresno in 1888. Member and secretary of City Board 1888 to 1890. Elected County Superintendent 1890; re-elected 1894. President State Teachers' Association 1893.

An Estimate of His Character and Ability.

Supt. Kirk achieved a State reputation as a worker in 1892, when he secured the California Teachers' Association for Fresno. As President of the Association in 1893, he was a model presiding officer, impartial, energetic, and commanded the respect of the assembly. As an organizer and conductor of his teachers' institutes he is without a peer in the State.

As a Superintendent of Schools he has made an excellent record as an executive officer; applying strict business methods to the detail work of the office. In educational work, as an inspector of schools, he is critical, just, and kind. The course of study is on the newest lines of educational progress. His public addresses are always carefully prepared and touch upon vital questions connected with school work. He is very unassuming as a speaker and depends largely upon what he says rather than how he says it.

Supt. Kirk's personality is very agreeable, modest, approachable, with excellent command of himself and his time. He seldom gives one the impression of being in a hurry, and yet is a man who gets a great deal of work behind him. Mr. Kirk has a delightful home, a charming wife, two beautiful daughters and a son.

Christian Runckel, the fusion candidate for Superintendent of Public Instruction, is a native of California. He was born at Dutch Flat, Placer County, and is of German descent. He attended the public schools of that county, and afterward took the normal course in the Sierra Normal College at Auburn. He began teaching at the age of 18, and at 20 years of age was chosen Principal of the Forest Hill School in Placer County. For the past eight years he has been Principal of the Dutch Flat Grammar School. He has had several years' experience as a member of the Placer County Board of Education, of which he is now a member. Mr. Runckel has twice declined to be a candidate for County Superintendent. His nomination for State Superintendent by the Populist Convention was made without his solicitation or knowledge. The first intimation Mr. Runckel had of his nomination came thru the daily papers. Mr. Runckel holds a life diploma, is a progressive, conscientious teacher, understands the needs of the public schools and has the courage to fight for any measure that will benefit or improve the public school system of the State.

In addition to his school work, Mr. Runckel has had three years' experience as a newspaper man. The Colfax *Sentinel*, during his proprietorship, was a strong and fearless advocate of the mining interests, and led the fight against the usurpation of mineral lands by the Southern Pacific. During these three years Mr. Runckel was also Secretary of the Placer County Miners' Association. The active interest and support of Placer County at the time did much to bring about the present satisfactory conditions of mining legislation, both Federal and State.

An Estimate of His Character by a Well Known Educator.

Christian Runckel, the Populist and Democratic nominee for State Superintendent of Public Instruction, was born in the famous mining town of Dutch Flat, Placer County, on the 27th day of July, 1868. Sprung from hardy, industrious, liberty-loving German stock, like his ancestors, Chris. Runckel, all thru the years of his manhood has openly and persistently fought the agents of oppression and greed. His love of liberty and independence, his respect for the rights of others, and his native manliness, have been nurtured and strengthened by the sublime scenery af the Sierras and by the free, generous spirits of the men who have learned the secrets of the mountains and given their wealth to the world.

Born of poor parents, fourth son of a family of nine children, his life has been a struggle. When about to enter the State University at the age of 18, he discovered the fact that his father was hopelessly in debt. In fact was about to be declared insolvent. When young Runckel found this condition, he sacrificed the dream of his life, a university education, on the altar of his family name. He took charge of his father's affairs, and for over seven years, every spare cent he earned in teaching went to pay his parent's debts. Notwithstanding these adverse circumstances, he has succeeded where more favored sons have failed. His native ability, integrity and industry have been the elements of his success. The word fail is not found in his dictionary. Tolerant of the opinions of others, Mr. Runckel has ever believed and has always acted up to his belief that every man should be allowed the free and full exercise of his political and religious opinions.

O. F. SEAVY.

SCHOOL DEPARTMENT.

EDITED BY CHAS. H. ALLEN.

TALKS ABOUT WATER—NO. V.

I should tell you about some other forms of water as a solid, for they are very interesting, and many of the children in California are but little acquainted with them.

Snow.

When the particles of water that, at a higher temperature would fall as rain, pass through currents of air at 32 degrees or below, they are frozen and fall as snow.

This freezing, you already know, crystallizes the water, sometimes in forms more beautiful than the finest fretwork of ivory. Look at the following pictures of snow-flakes and notice their beauty and symmetry.

It is not often, in most latitudes, that these flakes reach the earth in their perfect form. You will notice that they are very fine, and ice is fragile—easily broken.

So it happens, if the wind blows, the flakes are broken by coming in contact one with another; or, if in falling they pass thru a stratum of warm air, as they often do, the fine points of the crystals are melted off.

It now and then happens on a cold still day that it snows, and then you can catch the crystals on a piece of black cloth and examine them. They are more beautiful than any pictures of them that I have ever seen.

SNOWFLAKES

In this process of congelation remember there is an expansion, that is, the snow occupies far more space than the water would from which it is made; even when snow is quite solid it takes several inches of it to make an inch of water.

Snow being very porous—containing a large quantity of air among its particles, and confined air being a very poor conductor of heat, it is a warm covering for the earth, and the snow huts of the Esquimos are, so far as temperature is concerned, quite comfortable.

As with ice, so with snow, a great quantity of heat disappears in melting it, and when it falls to any depth it takes a long time for it to "go off," even if the weather is warm.

In the high Sierras even as late as June or July I have walked for hours on the snow banks, when it was so warm that I was constantly wiping the perspiration from my face and hands, and I have many times plucked flowers with one hand, near the nose of a drift, with the other hand on the snow.

Hail.

Hail is another form of water as a solid. Hailstones are small balls or pellets of almost solid ice. These are sometimes of considerable size, though, fortunately, this is not often the case.

I have, several times, seen them as large as robin's eggs. You can well understand that a fall of such hailstones, coming down with great velocity would be very destructive.

Usually with hail there is a strong wind, and it is not uncommon for windows to be broken, crops broken down, trees stripped of their leaves and even animals killed by severe hailstorms.

Hailstones are generally made up of layers, somewhat like the layers or scales of an onion. I will not take time now to talk with you about how these are formed, for it would make this paper too long. It is very curious, and perhaps your teacher will tell you about it.

Frost.

When the thermometer goes down to 32 degrees, or below, altho there may be no rain to be converted into snow or hail, we have a frost, and we learn, even in California, that a frost is often very destructive.

A frost occurs, then, when it is so cold that the moisture in the air (and you will remember that the air contains moisture, sometimes a large quantity of it) is frozen. I have already told you about the congelation of the moisture in plants, which will happen if the thermometer goes much below 32 degrees.

The moisture in the air, as it congeals, is deposited on the surface of the earth, and as the tiny crystals are fine they appear white. This makes the white or hoar frost. When there is but little moisture in the stratum of air next the earth, and the thermometer goes below 32 degrees, it freezes, all the same, but the white crystals are not deposited. This is what is called a "black" frost—altho it is not black.

Farmers, and especially fruit growers, say that a black frost is the most destructive, and this is true. Study it up and see if you can see why; if not, ask your teacher to tell you. The reasons have all been given in these talks.

Frost is the sprite, the fairy, the veritable Puck of the weather bureau. I had it in mind to give you a description of his pranks, but find them so well told in a poem that we used to sing, years ago, that I will give that instead.

I can assure you that the pictures are not overdrawn. I recognize them all, for as a boy I enjoyed intensely the study of the delicate tracery of his chilly fingers, even if at times he did nip my nose, or paint my ears an alabaster white.

The frost looked forth one still, clear night
And whispered, "Now I shall be out of sight,
So thru the valley and over the hight
In silence I'll take my way:
I will not go on like that blustering train,
The wind and the snow, the hail and the rain,
Who make so much bustle and noise in vain,
But I'll be as busy as they."

Then he flew to the mountain and powdered its crest,
He lit on the trees, and their boughs he dressed
In diamond beads, and over the breast
Of the quivering lake he spread
A coat of mail, that it need not fear
The downward point of many a spear,
That he hung on the margin far and near,
Where a rock could rear its head.

He went to the windows of those who slept
And over each pane like a fairy crept;
Wherever he breathed, wherever he stepped,
By the light of the moon were seen
Most beautiful things; there were flowers and trees,
There were bevies of birds and swarms of bees,
There were cities and temples and towers, and these
All pictured in silvery sheen.

But he did one thing that was hardly fair;
He peeped in the cupboard, and finding there
That all had forgotten for him to prepare,
"Now just to set them a thinking,
I'll bite this basket of fruit," said he,
"This costly pitcher I'll burst in three,
And the glass of water they've left for me,
Shall 'tchick' to tell them I'm drinking."

Teacher: You should not say, "we shall get the best of Spain." Say, "we shall get the better of Spain." Commodore: But we ought to get the best of everything.—*Puck.*

Irate Teacher: What you need, young man, is a sound thrashing. Delinquent: Well, in Sunday School I was told that the Lord will supply our needs, and I don't mind waiting.

The Real Hero.

By Chas. H. Allen.

Your navy may be iron-clad,
Its missiles weigh a ton,
These count but little when compared
With—
The man
behind
the gun.

The swiftest cruiser comes to grief
And has to turn and run,
If he lacks the right material
In—
The man
behind
the gun.

The Admiral in blue and gold,
Resplendent as the sun,
If a true man, takes off his hat
To—
The man
behind
the gun.

In the hour of fiercest combat
No danger can he shun,
But standing steadfast at his post
Is—
The man
behind
the gun.

If honors are to be bestowed
Count heroes, one by one,
Pray don't forget the grimy face
Of—
The man
behind
the gun.

And when sweet peace shall come again
When victory has been won,
Let praises peal from every throat
For—
The man
behind
the gun.

A NEW PHASE OF CHILD STUDY.

My First "Composition."

A few days ago while I was dining with an elderly lady, somewhat of an invalid, she related the following incident, and while I have no hope of giving it in the quaint and curious manner which was its chief charm, a manner that was in itself a guarantee that it was both truthful and unembelished, yet it may prove of some interest to those who have had, at one time or another, similar experiences.

We were discussing the old-fashioned medicine closet, speaking of the family remedies well known in all New England homes. The "Hot Drops," "Number Six" or "Composition" bottle was referred to, together with the fact that it was always in great demand about green-apple-time.

"Yes," said she, "I have reasons to remember this remedy very distinctly, because of an occurrence that took place in my early school life.

We had a new teacher, a collegiate, who was teaching his way thru college. On the first day of school he asked all those who could write to raise a hand. Proud of my feeble accomplishment, my hand went up. We were then informed that all of us were to bring a composition to school on the following Monday; that he was going to invite the people in then, and again the last week of school, to see how much we had improved.

"The only composition I knew anything about was that bottle in the cupboard, and I wondered what he could want of that. At the close of school I went to him and asked if it was 'hot drops' he wanted. He laughed a little, coughed, as I now know, to keep from laughing more, and said 'Yes, the hotter the better.'

"The cough particularly attracted my attention, and I thought—poor man, he wants it to cure his cough. So home I went, determined to bring a large bottle, larger than anyone else. I had an older brother and I thought he knew everything, so I told him about it, and asked him to get the bottle ready.

"We had a fine cut-glass decanter, on the top shelf. This he took down and putting into it a little from the hot drops, or composition bottle, filled it nearly half-full of water. Not satisfied, I filled it up, putting in a little more of the medicine, so it should be strong enough.

"When Monday morning came I hid this under my shawl and marched to school, priding myself not a little on the fact that probably my bottle was the largest one there would be.

"Soon he called one after another up to the table, for their compositions. To my great surprise they came forward and handed him a folded piece of paper. We had been obliged to bring in written excuses, and I supposed that these others were simply handing in an excuse, probably saying the family were out of 'composition.' I wondered at this, but was all the more glad that I had so good a supply.

"At last my name came, and taking the decanter out from under my shawl, I marched up and proudly set it on his table. There was a moment's silence and then, as it dawned on him and the school what a simpleton I was, all burst into laughter. "Utterly bewildered, I knew not what to do, but finally rushed out of the school room, not stopping until I reached home, where in my mother's lap, with many tears, I told the whole story. It was many years before I heard the last of my '*composition.*' "

Men can be as original now as ever, if they had but the courage, even the insight. Heroic souls in old times had no more opportunities than we have; but they used them. There were daring deeds to be done then—are there none now? Sacrifices to be made—are there none now? Wrongs to be redrest— are there none now?—*Charles Kingsley.*

Publisher's Assistant: This grammar is evidently a failure! Publisher: Double the testimonials in our circulars.—*Puck.*

Dentists in Germany are using false teeth made of paper, instead of porcelain or mineral composition. These paper teeth are said to be very satisfactory, as they do not break or chip; are not sensitive to heat or cold, and are not susceptible to the moisture of the mouth, and, from their peculiar composition, they are very cheap.

Human beings have six muscles to each eye, that they may move it on either side; but horses, cows, sheep and other quadrupeds, which habitually incline their heads to the earth in search of food, have a muscle by which their eyelids are suspended and supported, and which we do not need.

"Let me kiss your Dewey lips," urged the youth in the parlor. "Young man," roared a voice from above, "the bombardment will open as soon as I can get down stairs." Then the hapless youngster organized himself into a flying squadron and made a fleet disappearance —*Ex.*

CHRONICLE OF THE WAR.

CONTINUED BY H. BRYAN BINNS.

Prof. Coffey brought the Chronicle of the War up to Cervera's disappearance behind the cliffs and guns ot Morro Castle—if indeed we can call it a disappearance when the first positive knowledge of the Spanish Squadron was brought by Lieutenant Victor Blue, who had seen it from the mountains surrounding the Bay of Santiago.

Schley stood guard outside, strengthened by Admiral Sampson with every available ship; and began to hammer on the gates of Cervera's retreat. But there was no entrance to be obtained that way, although the knocking left horrible scars in the castle walls. After all, the great matter was to hold the sea, in order that Shafter and his troops, who were impatiently waiting at Tampa, might make the voyage in safety and commence the serious business of invasion. And while Cervera was safe inside the harbor the sea was ours.

Hobson and the Merrimac.

Forthwith Richmond P. Hobson with half a dozen companions took the collier Merrimac, and steaming right into "the jaws of death," sunk her in the narrow entrance, under full fire of the forts. The men escaped death almost miraculously, and altho they were immediately made prisoners, were courteously treated by their captors. The Merrimac had her rudder shot away before she could be swung full across the channel and this prevented her choking the entrance, but she made it too dangerous for Cervera to attempt an escape by night, and thus materially relieved the strain of watching outside. A week later the invasion of Cuba commenced.

Guantanamo.

The fleet had now been lying for three weeks in the open waters of the Caribbean Sea off the southern coast of Cuba, exposed to any tempest that might arise in the stormy season then commencing. On the 10th of June therefore, Lieutenant-Colonel Huntington was landed at Guantanamo, a fine port about fifty miles further east. He took with him 600 marines, and after several days of very severe fighting, succeeded with the aid of the Cubans in establishing himself securely above the bay. The American fleet had now a safe and handy retreat available.

At Baiquiri, between these two harbors, General Shafter commenced to land his troops a fortnight later. He had then been more than a week at sea, with thirty-five transports and 16,000 men, the largest expedition seen since the Crimean War. It was no easy task to land all these men upon a hostile coast. But by dint of some clever manoeuvering it was safely accomplished at a long iron pier belonging to an American mining company. Valuable assistance was rendered by a large body of Cubans who held the country between Baiquiri and Santiago. Shafter's army now proceeded through the villages of Demajayabo, Juaragua and La Guasimo, upon Sevilla.

Battle of Siboney and Santiago.

The second famous incident we have to chronicle to-day occurred at this point, when Colonel Young's brigade, including "Roosevelt's Rough Riders," stormed the hill and carried the blockhouse under a blinding fire. General Wheeler reported sixteen killed and fifty-two wounded among the Americans in this engagement, the greater number being "Rough Riders."

The following week was occupied in the tedious advance upon Santiago, which was now gradually surrounded by American and Cuban troops.

On the first of July the attack commenced with severe fighting for the heights overlooking the city. The Spaniards were well intrenched, used smokeless powder, and fought with great valor. But they were outnumbered and in spite of their barbed wire defences, and their stand in the tree-tops, they yielded El Caney and San Juan heights before night. The fight was resumed next day, when a body of Spanish reinforcements succeeded in forcing their way to the city. This fact, with the loss of 231 killed, 1283 wounded and eighty-one missing in the two-days battle of Santiago, made General Shafter pause. The Spaniards were determined to hold out to the last, and they probably exceeded the American troops by some five or ten thousand men in this part of the island. He therefore asked for further troops, besides the 8,000 men under General Snyder then on their way to join him. President McKinley therefore sent General Miles to his assistance, who arrived on the 11th of July. Almost immediately after, General José Toral came to terms, and Santiago surrendered after two days bombardment by the army and fleet. The terms of surrender included the eastern province of Cuba, about one-tenth of the island, and a great quantity of ammunition. They promised that all Spaniards should be conveyed to Spain, carrying with them all portable church property. But meantime

The Spanish Fleet Had Been Destroyed.

When the American troops were closing up around the city, Admiral Cervera received peremptory orders from Spain to force his way out and escape. Altho the American fleet had been cutting cables ever since they arrived off the coast, they did not succeed in catching hold of the right one till after the fall of Santiago—and during all this period the Spanish commanders were under strict orders from politicians at home, only concerned with preserving the throne of the young King Alphonso.

First thing on the morning of Sunday the 3d of July, Cervera started upon his desperate errand, himself leading his six vessels out from the shelter of the cliffs and guns. They passed the wrecked Merrimac and dashed away for the west. They were the Maria Teresa, Viscaya, Christobal Colon, Almirante Oquendo, and the torpedo-boat destroyers Furor and Pluton. An equal number of American warships were awaiting them, the Brooklyn, Texas, Iowa, Oregon, Indiana, and the little Gloucester, carrying Lieutenant Wainwright, formerly executive officer of the Maine. They lay from two to three miles off the shore, and the Spaniards were believed to be decidedly superior in speed. Cervera intended to sink the Brooklyn, whom alone he feared, and then make good his escape from the rest of his pursurers. From their position the American vessels could only fire in pursuit, but their guns were marvelously handled, and their speed accomplished more than was promised of it, so that the Spanish vessels were rapidly overtaken and driven ashore in flames.

The heaviest part of the fighting fell on the Brooklyn, Texas and Oregon. They were repeatedly hit, and shells tore into them exploding between decks. The little Gloucester settled its account with the two torpedo-boats and promptly rescued the drowning sailors. Fire ate out the heart of one Spanish vessel after another as her men ran her on the beach, until by eleven o'clock that morning only the Colon remained bearing away to the west, but she too was forced ashore fifty miles from Santiago and surrendered by half-past one.

Fourth of July.

The news of this extraordinary victory in which only one American, G. H. Ellis of the Brooklyn, was killed, and one wounded—reached San Francisco on the Fourth of July and was posted on the bulletin canvases along with that of the battle of Santiago. No one who felt the excitement of that day, with its mingled sensations of wonder, pride and gratitude, is likely ever to forget it, or the cheers and noise of guns that greeted the troops as they paraded the city.

The fall of Santiago, and the destruction of her finest vessels, gradually brought Spanish ministers to the point of peace overtures, but not until they were compelled to recall a squadron under Admiral Camara already on its way thru the Suez Canal, with the Pacific Coast as its probable objective point. Watson's threatened descent upon their own ports compelled the Spanish vessels to return.

The Last Movements in the War

were the invasion of Porto Rico by General Miles, and the capture of Manila after a short resistance, by the forces of General Merritt and Admiral Dewey. This occurred on the day after the President's proclamation for the cessation of hostilities which did not, however, reach the Philippines till its capital was in American hands. The Spaniards were enormously outnumbered—less than 5000 regulars against 10 000 Americans and even a larger body of native forces. Seven of the American soldiers were killed.

Protocol.

The following is the text of the Protocol, or preliminary memoranda of peace, signed by Secretary Day and M. Cambon, the French Embassador, who represents Spanish interests at Washington:

"Article 1.—Spain will renounce all claim to all sovereignty over and all her rights over the Island of Cuba.

"Article 2.—Spain will cede to the United States the Island of Porto Rico and the other islands which are at present under the sovereignty of Spain in the Antilles, as well as an island in the Ladrone archipelago, to be chosen by the United States.

"Article 3.—The United States will occupy and retain the city and bay of Manila and the port of Manila pending the conclusion of a treaty of peace, which shall determine the control and form of government of the Philippines.

"Article 4.—Spain will immediately evacuate Cuba, Porto Rico and the other islands now under Spanish sovereignty in the Antilles. To this effect each of the two governments will appoint commissioners within ten days after the signing of the protocol, and these commissioners shall meet at Havana within thirty days after the signing of the protocol with the object of coming to an agreement regarding the carrying out of the details of the aforesaid evacuation of Cuba and other adjacent Spanish islands; and each of the two governments shall likewise appoint within ten days after the signature of this protocol other commissioners, who shall meet at San Juan de Porto Rico within thirty days after the signature of this protocol to agree upon the details of the evacuation of Porto Rico and other islands now under Spanish sovereignty in the Antilles.

"Article 5.—Spain and the United States shall appoint to treat for peace, five commissioners at the most, for either country. The commissioners shall meet in Paris on October 1st at the latest, to proceed to the negotiations and to the conclusion of a treaty of peace. This treaty shall be ratified in conformity with the constitutional laws of each of the two countries.

"Article 6.—Once this protocol is concluded and signed, hostilities shall be suspended, and orders to that effect in the two countries shall be given by either government to the commanders of its land and sea forces as speedily as possible.

"Done in duplicate at Washington, read in French and in English by the undersigned, who affix at the foot of the document their signatures and seals, August 12, 1898."

The final cessation of hostilities came as a great relief to the American people. Their troops were already suffering severely from yellow fever, while the prolongation of a costly war of conquest offered small inducements to a nation satisfied within their own continent. The long and heroic struggle of the brave Cuban people was now crowned with liberty and American honor vindicated.

Among the Consequences of the War

we may enumerate these:

1. The liberation of Cuba, Porto Rico, and probably the Philippine Islands, that is to say 10,000,000 people, from the Spanish tyranny.
2. The increase and establishment of American naval power.
3. A large and cordial expression of sympathy between the two divisions of the English race.
4. The wreck of Spain's colonial power, and possibly the remodeling of the Spanish government at home, which has become effete, bankrupt and intolerable.
5. The immediate annexation of Hawaii as a friendly power requiring protection, and as a base of operations against the Philippines.
6. A great increase in the feeling favorable to the construction of the Nicaraguan Canal as a short cut for vessels between the oceans.

Besides these consequences, we have important social and political changes marked by the war. The American people are shown to be united, and capable of a vigorous campaign beyond its borders. But probably nothing could have more forcibly emphasized the fact that we are a peace-loving nation. These four months of fighting have dragged by; we have accomplished our purpose at a great cost of money and with the loss of something under 1000 lives, and we are all heartily glad that it is over. The next national question to be solved by the American people is a very serious one: What are we going to do about our new responsibilities in the Pacific and Atlantic Oceans? How can we help Cuba and the Philippines to govern themselves as well as the Hawaiian Islands succeeded in doing? In some ways, the harder part of our war-task is still ahead; because, as every teacher knows, constructive work is slower than destructive.

Important Dates of the War for the Liberation of Cuba, 1898

April 21—Minister Woodford leaves Madrid; North Atlantic squadron sails for Havana.
April 22—Nashville fires first shot of the war.
April 23—President calls for 125,000 volunteers.
April 25—Declaration of war by the United States.
May 1—Battle of Manila.
May 11—First naval engagement in Cuban waters, the Winslow fight.
May 12—Bombardment of San Juan, Porto Rico.
May 19—Admiral Cervera arrives at Santiago.
May 24—Oregon arrives off Florida; journey 13,000 miles.
May 25—President calls for 75,000 more troops.
June 3—Lieutenant Hobson sinks the Merrimac in Santiago harbor.
June 10—Invasion of Cuba by Americans begins.
June 11—Battle of Guantanamo.
June 20—Ladrone Islands taken.
June 22—General Shafter lands at Baiquiri.
June 24—Battle of Siboney.
June 25—Sevilla captured.
July 1 and 2—Battle of Santiago.
July 3—Destruction of Admiral Cervera's fleet.
July 14—Santiago surrenders.
July 25—General Miles invades Porto Rico.
July 26—Spain makes peace overtures.
August 2—Arroyo and Guayma, Porto Rico, surrender.
August 3—French Embassador confers with President McKinley for Spain.
August 5—Spanish forces in Porto Rico ordered not to resist.
August 6—Spain accepts peace terms of the United States.
August 12—Protocol signed.
August 13—Bombardment and surrender of Manila.

LOOKING FOR GOLD.
From The Big Horn Treasury, A. C. McClurg & Co.

THE USE OF ORIGINAL DOCUMENTS IN GRAMMAR GRADES,

BY ROSE V. WINTERBURN.

The difference of opinion among teachers concerning the advisability of using extracts from original sources and contemporary writers in the study of history in classes below the university, seems to lie in a misunderstanding of the method employed. History cannot be studied successfully by the use of such material alone, either by pupils in the grammar grades or in high schools. The lack of continuity in the narratives results in imperfect knowledge, and the immature judgment of the children proves unequal to a selection of the most important facts or principles involved, or to the formation of valuable decisions from the submitted narratives. Any one who has studied children knows this, and consequently realizes how impossible it is for a child to become well acquainted with the history of his own country, even, by studying extracts from the original sources; a good secondary author is a necessity in grammar grades and high schools, or until a good foundation in the narrative history has been gained, and the judgment has had time to become trustworthy.

There is, however, a very broad field for the use of sources, even in the grammar grades as low as the fifth. To pupils at this stage of mental development, extracts from letters or journals are simply realities. History stories are quite visionary to many pupils, but a paragragh from a letter or the journal of Columbus transforms him from a myth-like, heroic character into a real man, struggling with very real difficulties.

The following extracts are intended for use in some fifth grade classes where Eggleston's *First Book in American History* is read by the pupils. They would of course, supplement Montgomery's texts or the State Series, and would be read with equal interest by sixth or seventh grade pupils. Care has been taken in making the selections that the language shall be adapted to fifth grade children. These extracts are expected to supplement about a month's work in Eggleston, in schools where history reading comes three times a week, and where considerable attention is paid to exact reproductions orally and in writing. There is, also, plenty of opportunity for discussion by the little folks, who in this grade need encouragement in expressing their own views on such profound subjects as history; simple outlines, or tabular views, of a brief period or of an adventure are frequently made by the children, in order to educate an accurate memory and to stimulate the judgment in selecting principal and subordinate facts, or in getting a glimpse of cause and result.

The extracts on any particular adventure should be read and studied before the text-book, in order to develop the child's power of observation and judgment before he is presented with the ready-made opinions of some author; but while interest is still fresh and strong, while discussion is still active, consult Eggleston, or Montgomery, or whatever text is used, and compare the decision of the child with that of the author. Deep interest can be maintained and judgment developed by such a study of the sources, accompanied by a sympathetic comparison with the complete narratives and mature judgments of recognized scholars and authors.

Every teacher will probably prefer her own method of instruction. It way be well to suggest, however, that a copy of the extract for the day's lesson should be in the hands of every pupil, to avoid the wandering of the mind and the imperfect understanding of words, incident to reading aloud. These copies are best made by the teacher on the printograph or mimeograph; copies from the boards by the children themselves often abounds in errors. The questions given are intended to be suggestive to the teacher. Close questioning is a necessity; too easy questions do not stimulate thought, too difficult ones discourage even the good thinkers. Have the pupils make out a tabular review, helping them, if necessary, to see the principal topics, but soon leaving them to fill out the minor ones.

Higginson's *Book of American Explorers* and Hart's *American History told by Contemporaries* have furnished nearly all the material here given.

COLUMBUS.

I.—The First Letter From Columbus.

[This letter was written on board ship, by Columbus, March 14, 1493, "to the noble Lord Raphael Sanchez, Treasurer to their most invincible Majesties, Ferdinand and Isabella, King and Queen of Spain."]

Thirty-three days after my departure from Cadiz, I reached the Indian Sea, where I discovered many islands, thickly peopled, of which I took possession, without resistance, in the name of our most illustrious monarch, by public proclamation and with unfurled banners. To the first of these islands, which is called by the Indians Guanahani, I gave the name of the blessed Saviour (San Salvador), relying upon whose protection I had reached this as well as the other islands * * * As soon as we had arrived at * * * Juana (Cuba), I proceeded along its coast a short distance westward, and found it to be so large that I could not suppose it to be an island, but the continental province of Cathay (Tartary).

At length, after proceeding a great way, I sent two of our men to learn whether there were a king or any cities in that province. * * * They found a most numerous population, and great numbers of houses, though small and built without any regard to order. In the meantime, I had learned from some Indians whom I had seized, that that country was certainly an island.

All these islands are very beautiful. * * * They are filled with a great variety of trees of immense height. * * * some of them were blossoming, some bearing fruit, and all flourishing in the greatest perfection. * * * The nightingale and various birds were singing in countless numbers, and that in November, the month in which I arrived there.

The natives are timid, and full of fear, * * * for it has often happened, when I have sent two or three of my men to any of the villages to speak with the natives, that they have come out in a disorderly troop, and have fled in such haste, at the approach of our men, that the fathers forsook their children, and the children their fathers.

This fear did not arise from any injury that they received from us; for on the contrary, I gave to all * * * whatever articles I had about me, such as cloth, and many other things, taking nothing of theirs in return * * * They give objects of great value for trifles, * * * I, however, forbade that

trifles and articles of no value—such as pieces of dishes, plates and glass, keys, and leather straps—should be given to them, * * * altho they imagined them the most beautiful trinkets in the world. It even happened that a sailor received for a leather strap as much gold as was worth three golden nobles. (A noble was a gold coin worth about $1.60.)

Finally, I promise, that, with a little assistance afforded me by our most invincible sovereigns, I will procure them as much gold as they need, as great a quantity of spices, of cotton. * * * and as many men for the service of their navy as their Majesties may require.

II.—Second Voyage of Columbus.

[This description is taken from a letter by Dr. Chanca, physician to the fleet of Columbus, to the authorities of Seville, Dr. Chanca's residence.]

On this first day of our landing, (November 3d, 1493, on the island named Dominica) several men and women came on the beach up to the water's edge, and gazed at the boat in astonishment at so novel a sight, and, when a boat pushed on shore to speak with them, they cried out, "Tayno, tayno!" which is as much as to say, "Good, good!" and waited for the landing of the sailors, standing by the boat in such a manner that they might escape when they pleased. The result was that none of the men could be persuaded to join us; and only two were taken by force, who were secured and led away.

The country (Hayti) is very remarkable, and contains a vast number of large rivers, and extensive chains of mountains, with broad, open valleys, and the mountains are very high * * * I do not think they have any winter in this part; for (at Christmas) were found many bird's nests, some containing the young birds, and others containing eggs. * * * There are not any wild beasts. There are great numbers of small snakes, and some lizards, but not many, for the Indians consider them as great a luxury as we do pheasants. In a small island * * * our men saw an enormous kind of lizard, (probably an alligator) which they said was as large around as a calf, with a tail as long as a lance, which they often went out to kill; but, large as it was, it got into the sea, so that they could not catch it. * * * No kind of domestic fowl has been seen here, with the exception of some ducks, * * * very pretty, with tufts on their heads, most of them as white as snow, but some black.

III.—Columbus Reaches the Mainland, At the Mouth of the Orinoco.

[From his narrative of his third voyage, 1498.]

In the dead of night, while I was on deck, I heard an awful roaring that came from the south towards the ship. I stopped to see what it might be, and I saw the sea rolling from west to east, like a mountain as high as the ship, and approaching by little and little. On the top of this rolling sea came a mighty wave, roaring with a frightful noise, [and there was a sound] as of breakers on the rocks. To this day I have a vivid recollection of the dread I then felt, lest the ship should founder under the force of that tremendous sea; but it passed by. * * * The men happened at this time to draw up some water from the sea, which, strange to say, proved to be fresh.

[Columbus continues his voyage up the Orinoco a short distance.]

Some of the natives came out to the ships in canoes, to beg me, in the name of their king, to go ashore. And, when they saw that I paid no attention to them, they came to the ship in their canoes in countless numbers; many of them wearing pieces of gold on their breasts, and some with bracelets of pearl on their arms.

IV.—Appeal of Columbus in his Old Age.

[To the King and Queen of Spain. Taken from his letter (1503) describing his fourth voyage.]

Such is my fate, that the twenty years of service, thru which I have passed with so much toil and danger, have profited me nothing, and at this very day I do not possess a roof in Spain that I can call my own. If I wish to eat or sleep, I have nowhere to go but to the inn or tavern, and most times lack wherewith to pay my bill * * *

For seven years was I at your royal court, where everyone to whom the enterprise (the attempt to find the Indias by sailing west) was mentioned, treated it as ridiculous; but now there is not a man, down to the very tailors, who does not beg to be allowed to become a discoverer. There is reason to believe that they make the voyage only for plunder. * * * The lands in this part of the world, which are now under your Highnesses' sway, are richer and more extensive than those of any other Christian power; and yet, after that I had, by the divine will, placed them under your high and royal sovereignty, and was on the point of bringing to your Majesties a great and unexpected income, and while I was waiting for ships to convey me in safety, and with a heart full of joy, to your royal presence, victoriously to announce the news of the gold that I had discovered, I was arrested, and thrown with my two brothers, loaded with irons, into a ship, stripped, and very ill treated, without being allowed any appeal to justice.

I was twenty-eight years old when I came into your Highnesses' service, now I have not a hair on my head that is not gray; my body is weak, and all that was left to me, as well as to my brothers, has been taken away and sold, even to the frock that I wore, greatly to my dishonor. I can not but believe that this was done without your royal permission. * * * I implore your Highness to forgive my complaints. I am indeed in as ruined a condition as I have related. Hitherto I have wept over others. May Heaven now have mercy upon me, and may the earth weep for me!

QUESTIONS.

I.—Why does Columbus say that he had reached the *Indian Sea?* Which way had he been sailing? What flag did he probably unfurl over the islands? What meaning was there in his doing this? Why was Columbus so ready to believe that Juana (Cuba) was a part of the continent of Asia? How did he finally learn that it was an island? What lands did he wish to find? What articles of commerce was he looking for? What kind of people did Columbus find on the island? Why did they have such fear of the sailors? What return did Columbus expect to make Ferdinand and Isabella for helping him start on his explorations? Where did he intend to get men from for the navy? How?

II.—Would Dr. Chanca have as good an opportunity of seeing the new country as Columbus? In these earlier letters would Dr. Chanca or Columbus be most liable to tell of any disappointments? Why? What opinions did Dr. Chanca form of the islands?

III.—What country did Columbus reach on his third voyage? How does the Orinoco compare in size with the rivers of Spain? How did it impress Columbus? What attracted his attention when the natives along the Orinoco came out to meet him?

IV.—Why did Columbus in his old age make an appeal to the King and Queen of Spain? Who had received the benefits from the discoveries made by Columbus? Why should there have been any disappointment because he had not found Asia? Why had his enterprise been ridiculed at first? Why had everybody changed their minds about it? What did the Spaniards wish to get from their voyages? From whom? How? What did Columbus mean by saying that he was not allowed an appeal to justice?

California Library Association.

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Vice-President.....A. M. Jellison*
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Arthur M. Jellison.

It is with deep felt regret that we record on this page the death of Mr. Arthur M. Jellison which took place in this city on the afternoon of July 27. At the time of his death Mr. Jellison was Vice-President of this Association, of which he had been Secretary also from its beginning until last January. He had been connected with the Mechanics' Institute Library for twenty-two years, succeeding to the librarianship about four years ago. The work of few men has been characterized by such indefatigable earnestness, such unremitting devotion as his. Among his professional brethren he was respected for his ability no less than for the quiet dignity of his character. There are many of us who will long miss the sound counsel and numerous acts of kindness of this tried friend—could we only have known then of the long months of suffering which he had borne without even the suggestion of a murmur! I shall long remember Mr. Jellison's last words to me, or what, tho little I thought it at the time, was to be my last meeting with him. It was in his office—lit by electricity even at noon—"how happy you must be," he said, "to live down in the country where there is plenty of fresh air and you can wear comfortable old clothes." Truly "Fate deals unequally by the sons of men." F. J. T.

I. O. O. F. Library.

Mr. Jellison was an Odd Fellow, and by a singular coincidence his life and that of the Odd Fellows' Library in San Francisco were exactly co-extensive. The latter was organized in 1854, and came to an end July 18, 1898. The dismemberment of an institution into which former generations have put their labor and their hopes is not an event to be passed over without a feeling of regret. For years the Odd Fellows' Library occupied a prominent place in San Francisco, many of the most distinguished professional and literary men of the city were members, and the character of the books composing the collection was of a very high order. Of its 45,000 volumes an unusual proportion consisted of rare and uncommon works. There were to be found on its shelves numerous sets of periodicals and transactions of learned societies not accessible elsewhere on the coast. It contained among other things a very remarkable collection of early voyages—said in 1875 to number about 2,000 volumes—in which were first editions of Hakluyt (1598-1600), Churchill (1704-32) and Pinkerton (1808-14), to mention only the best known.

This is not the place to discuss the causes which led to the downfall of the library, but one cannot refrain from wishing that such books (and they were many and valuable) as had been presented to the library in the days of its prosperity had been reserved from the auctioneer's hammer. Men transfer their treasures to libraries that they may have a permanent home and well directed care, hence we think that when it became necessary to break up the library these gifts should have been picked out and transferred to some other and more permanent institution.

*Deceased July 27, 1898.

Sutro Library.

For a decade it has been a frequent question among Californian bookmen, "when will the Sutro Library be thrown open to the public?" Mr. Sutro's frequent allusions to his intention of providing for it a suitable and permanent home and presenting it to the city, in addition to its acknowledged value, have kept th interest of students intently fixed upon it.

Now Mr. Sutro is dead and by the terms of his will "all the books, papers, scrap-books, manuscripts, and pictures contained in his library" are bequeathed to his daughter, Mrs. Dr. Merritt. Hence we fear that the probability of the Sutro Library being presented as a gift to the city has become indefinitely remote.

It would be a matter for the deepest regret if this great collection, as large as the three public libraries of the city combined, and wholly different from them in content, were to be broken up and dispersed. Such a conclusion would certainly be a reflection upon the interest taken in education by the people of the state.

It would be practically impossible to find private purchasers for these books on the Coast or even in the United States, and to pack, ship and vend them in different places would entail an enormous loss from their real value. It is therefore to be hoped that if Mrs. Merritt does not see her way to carry out her father's intentions with regard to the library, she will at least give an opportunity for its purchase *en bloc* at a minimum figure.

In the meantime every person interested in the educational welfare of the city and coast should consider it a personal duty to stir up public sentiment on this most important topic.

The Free Public Library.

Rarely has the value of the "right man in the right place" been so well exemplified as in the case of the present librarian of the San Francisco Free Public Library, who, it will be remembered, was appointed in 1894.

The effect of that appointment may be judged from a remark made a few days ago by a trustee of a subscription library in town. "Yes," he said, "our membership has been decreasing. You see, times have been hard, and then a couple of years or so ago they established a free library out at the City Hall, and that has cut into us a lot."

Library Periodicals.

An addition has just been made to library periodical literature in England. It is named the *Library World*, and describes itself as "a medium of intercommunication for librarians."

There are now two library journals each in Great Britain and the United States. The other English one is the *Library*, a successor to the *Library Chronicle*, which in turn had filled the place of the *Monthly Notes of the L. A. U. K.*

So far the only permanent library periodical in the language, is the *Library Journal*, published in New York which began its career in 1876. Just twenty years later the first issue of *Public Libraries* (Chicago) made its appearance and it promises to find adequate support. Mr. Dewey's publication, *Library Notes*, has never been issued with any regularity and whether it still continues to appear is more than a subscriber can tell.

The next meeting of the Association will be held September 16th.

Good luck is the willing handmaid of upright, energetic character, and conscientious observance of duty.—*J. R. Lowell.*

Virtue alone is sweet society, it keeps the key to all heroic hearts, and opens you a welcome in them all.—*Emerson.*

Miss Primer: "Oh, isn't Washington just too delightful—just think, Miss Eighth Grade says it doesn't half equal her expectations." Miss Grammar: "Well, you know she always expected to make this her wedding trip."

American and British Authors. By Frank V. Irish. Published by the author at Columbus, Ohio. 343 pp. Price, $1.35.

Intended to be used as a text-book on literature in high schools, normal schools, etc. The author dwells on the liberalizing value of the study of literature approached in the same generous spirit we put on when going out into a spring morning. From the poets we learn to see things as they really are, and thus an early familiarity with them is a peculiarly important part of education. It is not who they were that matters, from an educational point of view, but what truth they revealed. And in the study of their message to the world the teacher's part is to bring its beauty and power home to the pupil's heart, before its more technical qualities. To forget the poem in studying the verse is the worst kind of stupidity.

The book is a pleasant one to use, being well printed and liberally illustrated. It consists of twenty-six short essays on notable American authors, while about the same number are devoted to those of the mother country, special attention being given to the writers of our own age. Besides these there are chapters on the classics, the Bible as a classic, etc., each chapter being profusely illustrated by quotations and standard criticisms of its subject. The book is evidently the result of many years of loving thought and careful study.

The following is a list of the five excellent volumes, which, together with *The Chautauquan*, comprise the required reading for the Chautaugua Literary and Scientific Course of 1898-99. They appear to be the best books upon the subjects they handle, and are well bound and printed. Each is an excellent dollar's worth. The publishers are Flood & Vincent, Meadville, Pa.

Europe in the Nineteenth Century. By Professor H. P. Judson, of the University of Chicago. 12mo, cloth, 342 pp., profusely Illustrated, $1.00.

From Chaucer to Tennyson. By Professor Henry A. Beers, of Yale University. 12 mo, cloth, with 29 portraits, 325 pp., $1.00.

Twenty Centuries of English History. By James R. Joy. 12mo, cloth, 318 pp., with many maps and illustrations, $1.00.

Men and Manners of the Eighteenth Century. By Miss Susan Hale. A charming new book dealing with English social life in an important period. 12mo, cloth, $1.00

Walks and Talks in the Geological Field. By Alexander Winchell, late Professor of Geology in The University of Michigan. 12mo, cloth, 353 pp., illustrated, $1.00.

Easy Lessons in Vocal Culture and Vocal Expression. By S. S. Hamill, A. M. New York: Eaton Manns. Agent: J. D. Hammond, 1037 Market St., S. F.

Designed to meet the requirements of grammar and high schools, &c. It includes exercises in position, movement, breathing, articulation, voice culture and gesture; a discussion of exercises in the elements of vocal expression, and a number of selections for recitation. The book is illustrated by diagrams.

A Short Course in Natural Music. By Frederic H. Ripley and Thomas Tapper. Book One. For Elementary Grades. Price 35 cents. American Book Company.

A short course, consisting of two books, the second to be published shortly, designed for graded or ungraded schools in which a more complete course is deemed unnecessary or impracticable. Familiar songs are made the basis of elementary music instruction. These are such as should be known and enjoyed by every pupil in the land, as in addition to the technical instruction which they illustrate, they tend to establish a love and appreciation of music in all who sing them. The books are illustrated by numerous portraits of authors and composers.

Selections from Jean Paul Friedrich Richter. By George Stuart Collins, Ph. D. Price 60 cents. American Book Company.

This book is intended for students of German who have attained a certain mastery of that language. The selections are from the shorter writings of Jean Paul, and each is representative of some feature of the author's manifold genius and style. Many of the selections have never before been edited for class reading. The general and special introductions and linguistic notes will be found very helpful by the student.

Elementary English. By E. Oram Lyte, Ph. D. Price, 35 cents.

Elements of Grammar and Composition. By the same author. Price, 50 cents. American Book Company.

These books include and cover a complete graded course in language lessons, grammar and composition, for study and practice in the primary and grammar grades of schools. The first book—Elementary English—is designed to furnish material for primary language work, and to show how this material can be used to the best advantage. It embodies and represents natural methods of language teaching. The second book is also constructed on the principle that the best way to gain a working knowledge of the English language is by the natural or laboratory method. The book is therefore largely made up of exercises, and "practice" is the keynote from beginning to end. The pupil is lead to correlate his own work with the best examples of construction and style in the language, and thereby to deduce and apply his own grammatical rules and usages.

Gleaning's From Some August Magazines.

The Review of Reviews, presents a number practically devoted to the war. But besides important articles on that all absorbing topic, we have some valuable information about Hawaii and the Philippines. The condition of the latter is described as most critical. Aguinaldo's Republic is an escape from the tyranny of the Spanish Governor-General and the Monastic orders, with the whole system of injustice from which the Spanish colonies have one by one revolted, but it is "an utter impossibility," because of the bitter jealousy of the two native races, and the eagerness of foreign powers to secure the islands for themselves. Their position seems to demand a Protectorate; and the question is, are we going to undertake it? The following notes about Hawaii are of interest:

The Inspector-General of their schools has been making such startling statements about their educational condition, that we must cease henceforward to think of them as savages. The present native population can boast a fair proportion of well-read grandfathers, versed in the politics of the world, and diligent students of a local press superior in some respects to that of our country districts. To-day the native country children are less illiterate than ours; the attendance at school is better, and the people take more interest in science and literature than do those in a similiar position among ourselves.

Beside the native Hawaians there are about 15,000 Portuguese, originally introduced as plantation laborers, but now occupying a higher social grade thru their industry and thrift. Their place on the plantations is now largely filled by Chinese and Japanese of the lowest class. The white population hardly exceeds 7,000. Those who know claim that Hawaii is happier than we are, in its immunity from almshouses, mendicants, tramps, and "beats,"—may she long remain so.

In *Appleton's Popular Science Monthly*, Professor Henderson, of Harvard, complains of those boys who graduate from high-schools already tired out with schooling, who cannot go on with a college education; and he lays heavy blame on the lower schools because they fail so often to educate children by leading them into what he calls "the radiant life." His article on Manual Training deserves attention.

Professor M. Roberts Smith of Stanford, contributes a short paper on Education for Domestic Life. She considers that since so many women have no other calling in life, domesticity should occupy a place on the college curriculum. That is to say the education of girls should fit them for married life by giving special attention to their manual training the study of Elementary Physiology and hygiene; and a deeper general culture, with a training in ethical standards. She is also of opinion that some of the "women's work" might be shared by their husbands with advantage to both, as men have a great deal of latent capacity for mending clothes and minding children, which only needs to be educated.

This magazine also contains an article on Tolstoi's new book, "What is Art." The greatest living Russian and artist, deserves attention on this subject, as on all he handles. Art, he says, is the means adopted by men to communicate their emotions and sentiments, as distinct from simple statements of fact, to their fellows. It is the medium by which we convey a state of mind, or mood, to another mind. Hence mere perfection of execution or technique offers no standard by which we can judge a poem, painting, or other art work. The only true standard of excellence is the power or quality of its suggestiveness.

There is no particular harm in an American boasting of his family tree as long as there is nothing shady about it.—*Philadelphia Times.*

Department of Supervision

Items of Interest for Trustees, Parents and Teachers.

State Board of Education.

JAMES H. BUDD.....Governor, Sacramento. President of the Board.
SAM'L T. BLACK,...Supt. Pub. Instruction, Sacramento. Secretary of the Board
A. H. RANDALL, ...Pres. State Normal School, San Jose.
E. T. PIERCE...Pres. State Normal School, Los Angeles.
C. M. RITTER,.....Pres. State Normal School, Chico.
MARTIN KELLOGG, Pres. University of Cal., Berkeley
ELMER E. BROWN,.....University of Cal., Berkeley. Professor of Pedagogy.

The State Board of Education has been called by the Superintendent of Public Instruction, S. T. Black, to meet at Sacramento, September 10th.

HIGH SCHOOLS ACCREDITED.

State University Faculty Indorses Eighty-two Institutions.

The faculty of the State University at Berkeley has finally completed its work of accrediting high schools for the coming college year. The Academic Senate, at its meeting recently, formally approved the report of the committee on examining schools, and thereby gives to the recommended graduates of the schools accredited the right to enter the University without examination in any of the accredited subjects. Altogether eighty-two preparatory schools were placed on the accredited list, an increase of six over last year. The list is as follows: Alameda County Union High School No. 2, Centerville; Alameda County Union High School No. 3, Haywards; Alameda High School; Alameda University Academy; Arcata Union High School; Armijo High School, Suisun; Belmont School; Berkeley High School; Boone's University School, Berkeley; California School of Mechanical Arts, San Francisco; Citrus Union High School, Azusa; Colusa High School; Coronado Union High School; Dixon Union High School; Escondido High School; Esparto Union High School; Fresno High School; Fullerton Union High School, Hanford Union High School; Miss Head's Preparatory School, Berkeley; Healdsburg High School; Hoitt's School, Burlingame; Miss Horton's School, Oakland; Irving Institute, San Francisco; Kern County High School, Bakersfield; Livermore Union High School; Lompoc Union High School; Long Beach High School; Los Angeles High School; Lowell High School, San Francisco; Marysville High School; Mendocino High School; Merced County High School, Merced; Mills College (preparatory department); Modesto High School; Monrovia High School; Mount Tamalpais Military Academy, San Rafael; Oakdale Union High School; Oakland High School; Pasadena High School; Paso Robles High School; Petaluma High School; Polytechnic High School, San Francisco; Pomona City High School; Redlands Union High School; Riverside High School; Sacramento High School; Salinas High School; San Bernardino High School; San Diego High School; San Francisco Girls' High School; San Jose High School; San Luis Obispo High School; San Rafael High School; Santa Ana High School; Santa Barbara City High School; Santa Barbara Collegiate School; Santa Clara High School; Santa Cruz High School; Santa Maria Union High School; Santa Monica High School; Santa Paula Union High School; Santa Rosa High School; Selma Union High School; Sonoma Valley Union High School; Southwest Institute, San Diego; St. Helena High School; St. Matthew's School, San Mateo; Stockton High School; Throop Polytechnic Institute, Pasadena; Trinity School, San Francisco; Tulare High School; Ukiah High School; Vacaville Union High School; Vallejo High School; Ventura High School; Visalia High School; Watsonville High School; Miss West's School, San Francisco; Willows Union High School; Winters Union High School; Woodland High School.

None of the State Normal schools are included in this list, but by a provision of the Academic Senate the State Normal schools may recommend their graduates to be admitted without examination as students in regular standing for the first year; their status after that to be determined by the evidence of scholarship presented in each case.

INTERESTING INFORMATION IN REFERENCE TO THE SCHOOLS OF CALIFORNIA.

The following extracts from the official reports will prove interesting reading to trustees and teachers, and will have a comparative value:

Mendocino County.

During Superintendent Rhodes' term in Mendocino County the number of districts has increased from ninety-nine, with 130 teachers, to 111, with 141 teachers in charge. All the trustees and teachers correspond frequently with the superintendent, and are advised and assisted promptly and to the best ability of that officer. The best of good feeling and confidence prevails, and the teachers, patrons, pupils and superintendent work together in perfect harmony. The course of study is adapted to the needs of the pupils, and the time allotted. The subject of English has received special attention from Superintendent Rhodes, and is a feature which has proven especially adapted to fill the need of intellectual training along the lines of liberal culture. It is the subject that interests parents more than any other, and they enjoy working with the children at home. It not only interests the pupils in school, but enlightens and helps the community. The course is well graded, and the teachers find no difficulty in getting good results in all the classes.

The number of graduates for the last term was 205. During the present term there have been 550. Nothing shows better the increasing interest in, and good results of, the grammar schools. During his incumbency Superintendent Rhodes has made over 700 visits, traveling over 10,000 miles. The county is mountainous and the districts scattered, but the schools must be visited. There are over 6000 more volumes in the school libraries than four years ago, and they have been bought at the lowest possible prices, and carefully selected, as the superintendent has enforced Section 1712. Twenty-five new school houses have been built, at a cost of more than $30,000. Many of the school houses have been improved, new furniture added, and the grounds made attractive and comfortable. The average number of months of school has increased from 7.8 to 8 4. The teachers stay twice as long in a district, and the average salary is $60 for female teachers, and $70 for male teachers.

The average daily attendance in the two county high schools was about 180 for last year, against 97 four years ago. About 70 new students entered this year. They are both accredited, and are well spoken of abroad.

The teachers of the county are energetic and well qualified. Most of them subscribe for at least one educational journal, and read some good book on education each term. They are certainly doing their part to keep education in Mendocino County on the up grade.

Placer County.

The school records of Placer County for the past year show the largest number of census children, the largest enrollment of pupils, the greatest average daily attendance and the largest number of graduates in the history of the schools of Placer County. Many school houses have been made more convenient and comfortable. Earnest efforts have been made toward the improvement and adornment of the school grounds. Hundreds of volumes of good, wholesome books suitable to the various ages of pupils have been added to the school libraries. The course of study has given excellent satisfaction. The teachers have been active and enthusiastic and the schools are in a prosperous and progressive condition.

The following are some of the statistics of Placer County for the school year ending June 30, 1898: Number of census children between 5 and 17 years of age, 3,422; number of school children under 17 years of age, 1,228; total number of pupils enrolled, 2,868; average number belonging, 2,203; average daily attendance, 2,045; average length of term of school maintained, 8 15 months; total receipts from all sources, $67,202.24; total expenditures, $59,788.88; total valuation of school property, $121,020; number of volumes in school libraries, 18,524; number of school districts, 56; number of male teachers employed, 20; number of female teachers employed, 63; average monthly wages paid male teachers, $75,53; average monthly wages paid female teachers, $63.48: number of school visits made by county superintendent, 122; number of grammar school graduates, 69. P. W. SMITH, Supt.

Modoc County.

The census roll of Modoc County for the year ending June 30, 1898, was larger, the number of pupils enrolled on teacher's registers greater, and the average daily attendance better, than that for the previous year. The average length of school term was a little less than seven months. A gratifying feature in the years' school work, was that the average daily attendance in most of the schools did not materially diminish toward the end of the term. ANNA L. WILLIAMS, Supt.

Merced County.

Total number of census children, 2,041; total number enrolled in schools, 1,833; average daily attendance, 1,330; average number of months school was maintained, 8; number of male teachers, 15; number of female teachers, 49; average monthly salary paid male teachers, $75; average monthly salary paid female teachers, $66.63; total amount paid teachers, $35,770.18; amount paid for repairs, fuel and contingent expenses, $6,638.16; amount paid for books and apparatus, $1,357.49; total expenses, $52,128.89; school money on hand July 1, 1898, $5,652.90; number of pupils graduated from grammar schools, 69.

The census during the last four years has increased only 8 per cent. while the average daily attendance has increased 22 per cent. This increase is due to systematic grading, promoting the hearty co-operation of trustees, teachers, pupils, parents and superintendent.

The number of graduates has increased several hundred per cent., the number for a single year now being about equal to that of twenty years before the present administration. The efforts of the superintendent have been devoted chiefly to securing intelligent, progressive uniformity of plan in the school work of the county, and a faithful carrying out of the course of study. This has been accomplished beyond what was anticipated, resulting in better work and better schools.

O. W. GROVE, Supt.

Sacramento County.

Superintendent B. F. Howard reports:

During the year six new school houses have been erected at an expense of about $10,000.

Had the year been a favorable one, this list would have been much greater. In fact, there is a disposition to erect modern school buildings in place of those which have served their purpose.

In compliance with a circular letter issued from this office last September, the following districts have erected windmills: Alabama, Center, Elk Grove, Florin, Jackson, Lee, Laguna, Pleasant Grove, Point Pleasant and Stone House. Washington and Elder Creek School Districts have already been provided with mills. The interest in the planting of trees on the school premises and the care of the school property are much enhanced by reason of having pure water and means of irrigation. During the present year many other districts have promised to fall in line.

The schools of the county are in good condition. We have been favored with an excellent corps of teachers who have worked in harmony with the county board of education. Eighty-three applicants presented themselves for diplomas of graduation; of these sixty-four were successful. The records of this office show an unusual number of promotions below the graduation grade.

It is gratifying to note that graduates from our schools have a strong desire for higher education. Many have entered the Sacramento and the Elk Grove Union High School with a view of taking a university course. This speaks well of schools that inspire pupils with such incentives.

Lake County.

Superintendent Mrs. E. K. Harrington reports:

Schools, 46; teachers, 54; census children, 1,578; all children, 2,157; average number belonging, 972; average daily attendance, 902; grammar pupils, 387; primary, 1,075; average term, 8 months; average salary, $55; grammar schools, 29; primary, 17; male teachers, 10; female teachers, 44; State school certificate, 3; grammar grade certificate, 44; primary grade certificate, 7; amount received State, $15,853 53; amount received county, $12,721.28; paid teachers, $24,816.79; total expenditure, $28,572.30; balance on hand, $2,373.37; value school property, $35,408; rate tax, 42 cents on $100.

Eldorado County.

Superintendent McCarty has brought the schools of Eldorado County to a high standard of efficiency. The average salary paid to male teachers is $63, and to female teachers $58.80. The number of grammar school graduates is 35. The total number of volumes in the school libraries is 12,134.

Butte County.

Superintendent Stout of Butte County shows increase all along the line. It is one of the banner counties of the State on the rise in teachers' salaries, as the following list will show. Last year in Butte there were 3,535 children enrolled in the schools of the county while this year the number is 3,567. The average number belonging last year was 2,557 while this year the number is 2,664. Last year the daily average attendance was 2,383 and this year it was 2,513. Last year the average salary paid to teachers was $71 per month while this year it was $74. The total amount paid for salaries last year was $58,430 while this year it was $59 845. Two more school districts were organized than the report showed last year, so that they now have more school districts than ever before known in Butte.

Monterey County.

One of the most interesting points about the report of Supt. Job Wood is the increase in the graduates from the grammar schools. In 1890 there were but 2; in 1898 there were 49. Supt. Wood, in closing his report, says: "The constant change in teachers in the schools seems to be lessening. Teachers are more permanent. The parents would greatly benefit the schools if they would visit the schools oftener and talk with the teachers regarding the work of their children."

Contra Costa County.

Supt. A. M. Phalin's annual report shows great progress along educational lines. The increase of pupils in the upper grades, and of pupils who take a supplementary course is especially noticeable. Mr. Phalin has been energetic and helpful in aiding the teachers and the schools.

Humboldt County.

One of the most important counties in the State, and Supt. J. B. Brown for the last twelve years has kept it in the front rank educationally. The average number of months school maintained is 9.12. When you take into consideration that nearly all the schools of Humboldt are rural district schools, this average is remarkable. In concluding his report, Supt. Brown says:

"The schools of Humboldt County have been prosperous during the school year ending June 30. 1898. The people may be depended upon to support the public free schools. This is shown by the fact that they always respond to calls for special taxes to build school houses, furnish school houses, or support schools. The State and county are so liberal in the supply of school funds that it is seldom that a school district needs to add an additional tax for school purposes, but when such a tax is deemed necessary they uniformly respond in the affirmative. Our Board of Supervisors have never refused to levy whatever is deemed necessary by the County Superintendent of Schools for the support of the schools."

Napa County.

The official report from Napa County shows the teachers' salaries have been well maintained, and that special attention has been paid to school libraries and a course in professional reading for the teachers.

Marin County.

Marin County has made decided progress under Supt. Furlong, and the following clipping from the Sausalito *News* is good evidence of the educational condition of the county: "It is a source of satisfaction to the superintendent that all qualified teachers resident here and all who of late years have identified themselves with Marin's educational work have secured good places in the county this term. Of the new teachers three have degrees from the University of California, five hold diplomas from normal schools, and one has a life diploma. This shows a high standard of qualifications, including professional training, for the new members of the force."

Alpine County.

Alpine County is not large, but what county in the State can make a better showing than this?

We have three districts in Alpine County. We have eight months school in each district, have good school houses, out of debt, and money on hand for necessary improvements. We usually have experienced teachers and do very good work in the school room. Each school is furnished with an organ, a fair library, also maps and apparatus. We hold no institute.

There are many other counties which have equally good reports with those now published, and some of these will be given from time to time.

Los Angeles County.

Supt. Spurgeon V. Riley makes a remarkable showing in his report for the County of Los Angeles. First, there was an increase in census children over 1897 of 1789. Second, the average number of months that each teacher has taught in the same school, 20.23. Total number of teachers, 800; average monthly salary, $72.45. Total amount of money received from all sources for schools, $814 082.07. Number of teachers who are graduates of California normal schools, 138.

San Bernardino County.

Supt. Margaret M. Mogeau has been quite ill for several months, but with the assistance of her sister, Miss Isabel Mogeau, the work has been kept well in hand. The key note of her report is in the following: It seems to me that our teaching force is vastly improved in professional spirit and educational enthusiasm. Better use is made of the teachers' library and attendance at local meetings is constantly increasing. Many teachers are leaving their school work for self-cultivation at our universities, and our young people who wish to become teachers are looking upon a professional education as a necessity in their equipment. On the whole, the educational outlook for the imperial county is most gratifying.

How Little We Know.

How little we know the heart of another;
Our own are hard to explain.
How little we know the smile of a brother,
May not have been costing him pain.

Could we look on the field of the battle of hearts
That is walled to the questioning eye,
We would probably see what we never did see;
The birth of a deed and the why.

We would probably see that the wrong that was done,
Was done in the shadow of right;
And the cause of defeat was the lack of a force
In the mist and the gloom of the night.

We would probably see that the battles he won,
Were many at dawn on the field;
But the enemy rose in the heat of the sun;
Outnumbered, and forced him to yield.

Then open your heart to the stumbling man;
And lift up your sword to the sky;
And help him to win in the battle at night,
For I heard from the angels the cry,

How little we know the heart of another;
Our own are hard to explain.
How little we know the smile of a brother
May not have been costing him pain.

—*Edward Blackman.*

A Happy Quarter of an Hour.

Suppose a human life we fix
At years in number ninety-six.....96

Say in sleep a third goes by
Away thus thirty-two years fly.....32

In bouts of sickness, law's delays,
Accidents on traveling ways,
A fourth of life's consumed, let's say,
So twenty-four years pass away 24

Two hours each day in labor's mill,
Or study passed, eight years fulfill..... 8

Double these, as passed between
Griefs and worries—there's sixteen.....16

Half an hour his dreaming head,
Is bent on schemes—see two years fled..... 2

One hour and quarter it appears
The toilet claims, so go five years..... 5

To food and drink each day two hours,
A total of eight years devours..... 8

Let a man one year survive —
This total sum of ninety-five.....95

He's just left with his whole life thru,
One year for what birds each spring do,
That is, each day the Fates him bless
With fifteen minutes' happiness!

—*Westminster Gazette.*

A School Teacher Honored.

Mr. and Mrs. A. Dalton, Sr. celebrated the twenty-fifth anniversary of their wedding on Sunday evening, Aug. 28th. It was an unusually happy occasion, and the people showed their appreciation and good will. Prof. Allyn O. Taylor of the Benicia High School, made a splendid address, paying high tribute to Mr. and Mrs. Dalton. Supt. A. P. Sanborn also made an excellent address, presenting the couple with a handsome book case and a beautiful set of dishes. Mr. Dalton has been a school trustee for twenty-five years, and has always set a high standard of excellence for teachers, pupils and schools.

Teachers and Superintendents,

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WESTERN SCHOOL NEWS.

The Portland University and the Puget Sound University at Tacoma have consolidated.

It is reported that the San Diego Normal School will open in temporary buildings about October 1st.

Mr. William Lemon and Miss Margaret Broili, both Modoc teachers, were married Sept. 7th.

Prof. T. L. Heaton has been made an Assistant in the Department of Pedagogy at Berkeley.

Supt. Nielsen of Sonoma County, and Supt. Smith of Yreka, were delegates to the Republican Convention at Sacramento.

Eugene de Burn, ex-Supt. of the City of San Diego, has sailed for the Hawaiian Islands, where he expects to engage in educational work.

Prof. A. B. Coffey has kept busy in Washington conducting institutes. During the past week he attended those of Vancouver and Everett.

E. L. Hutchinson, candidate for Lieutenant Governor on the fusion ticket, has been associated with the schools of Los Angeles for a number of years.

Miss Genevra Sissons, who did special work in history at Stanford University, and was one of the prominent students in the department of education, was recently married.

James A. Barr, who is always in the lead educationally, has already taken active steps to secure the attendance of every teacher in Stockton at the N. E. A. at Los Angeles.

Prof. Hyatt, formerly of Yreka High School, has succeeded Prof. Guttery at Pomona. Prof. Guttery has been elected to the science department at Santa Barbara.

H. M. Bland, formerly Principal of the Santa Clara High School, is now a professor in the University of the Pacific. Prof. Smith of the San Jose High School, has been elected to take his place, and over one hundred pupils from the San Jose High School have joined his classes in Santa Clara.

Prof. Leach, Deputy Supt. of Public Instruction in Washington, is becoming very popular as an institute instructor. State Supt. Browne, who is the father of five boys, and who is very happy over the arrival of a baby girl, has deputized Leach and Coffey to do a large share of his institute work while he remains at home and talks psychology to young Miss Browne.

The institutes in the various counties, so far as known at the present time, will be held as follows: Contra Costa, Sept. 5-9; Alameda, Sept. 12-15; Humboldt, Sept. 12-16; Lassen, Sept. 27-29; Plumas, Oct. 11-13; Butte, Tehama, Shasta, Glenn, Siskiyou, Nov. 28-30; Kern, Fresno, Tulare, Merced, Kings, will be held Oct. 17-20; and the San Joaquin Valley Teachers' Association, Oct. 21 22; Sacramento and San Joaquin, Nov. 21-24; Sonoma, Dec. 27-29.

Margaret Graham Hood, author of "Tales of Discovery," and Principal of the Training Department of the Arizona Normal School, has about recovered from her long and serious illness.

The following are newly-elected officers of the Northern California Teachers' Association: Prof. C. M. Ritter, Principal Chico Normal, President; Miss Lizzie Fox, First Vice-President; Miss Kate Ames, County Supt. of Napa County, Secretary; F. S. Reagor, Corresponding Secretary; Mrs. M. E. Dittmar, County Supt. Shasta County, Treasurer.

Supt. J. P. Garlick has made an innovation in the manner of conducting institutes. He has secured Prof. William James of Harvard to deliver six lectures. These lectures will constitute the program of the institute, with the exception of some special work in drawing by D. R. Augsburg. The institute will be held Sept. 12-15.

Prof. Wm. James will present these lectures: 1. Man as a Reacting Organism; Instincts and Impulses. 2. Habit and Association. 3. Memory. 4. Attention. 5. Apperception and Conception. 6. Will. Prof. James will give one popular lecture on Monday evening, September 12th, at 8 P. M., in the First Congregational Church. The subject of the lecture is "Psychology and Relaxation." The public is cordially invited by Supt. Garlick. If Prof. James proves to be as interesting as he is learned, then Supt. Garlick will have an exceedingly entertaining and instructive session.

The following well known people were students of civil government as applied to practical politics at the Republican Convention in Sacramento: Madison Babcock, Albert Lyser, Philip M. Fisher, P. W. Smith, George F. Mack, Ira G. Hoitt, Fred. M. Campbell, Caspar W. Hodgson, W. H. Housh, W. W. Seamen, J. W. Anderson, Hamilton Wallace, J. D. Sweeney, O. W. Earlewine, C. W. Childs, George H. Stout, A. F. Gunn.

A vote of thanks was tendered Superintendent Foshay by the Los Angeles Board of Education for his success in securing the next Teachers' Convention for this city. The superintendent said that within a month definite information as to transportation facilities would be secured and the work of arrangement for the big gathering could go ahead. The professor thinks that the school department will have all it can do to attend to the details of the convention, and that the hall question should be taken up by the mercantile association and citizens generally, for altho education will be greatly benefited in this city and State at large by this great convention, its commercial value to the merchants and property owners of the city will be sufficient to warrant asking them to help to bear the burdens. The labor of conducting a national convention is enormous, and it is certainly all that the department can adequately attend to.

Eugene H. Barker, a graduate of the State University, and with some experience as a teacher, has been elected to succeed Frank H. Hyatt as Principal of the Nevada City High School, the latter having resigned to accept the superintendency of schools at Pomona. Mr. Barker's salary will be $110 per month.

The Teachers' Mutual Aid Society held its semi-annual meeting Aug. 26 at Union Square Hall. There was a large attendance. The reports of the officers showed the society to be in a flourishing condition. After organizing the following officers were elected. Miss Laura T. Fowler, President; Mrs. M. O'Neal, Vice-President; Miss Alice M. d'Arcy, Treasurer; Miss N. C. Haswell, Financial Secretary; Miss N. E. Grote, Recording Secretary.

Dr. Elmer E. Brown, Professor of the Science and Art of Teaching at Berkeley, has issued the following announcement: "During the fall term for the current year, Prof. Dresslar and Mr. Heaton will give a course of lectures, "Pedagogy 1A, Practice of Teaching," Saturdays, two hours, from 10:20 to 12:10 A. M., with a short intermission between hours. Any teachers who can attend these Saturday sessions will be welcomed as visiting members of the class. Ordinarily, University matriculation will not be required nor University credit given for such attendance; but teachers who have had sufficient preparatory work may, with permission of the instructors in charge, be regularly enrolled in the class and receive credit for the course. The class will meet in Room 16, North Hall."

The initial number of the Benicia High School *Reporter*, July 1898, runs to thirty pages of readable matter. It opens with a charming article on "The Youth of a German Peasant Girl," followed by many short, pithy paragraphs on subjects of general and local interest. It makes a very attractive souvenir of last year's work. Harold M. Sickel has a specially fine article on the subject of "Photography." The entire journal reflects credit on every one connected with it.

THE HOME REFERENCE LIBRARY, edited by John Clark Ridpath, is a complete working library, comprising an Encyclopedia, Atlas and Dictionary—10 large volumes—5,000 pages—3,500 illustrations—300 maps, etc. Thoro up-to-date, with new maps of Alaska showing Klondike region, complete history of Cuba, including present rebellion, articles on X-ray, moving photography, etc. We are forming a club to buy 1000 sets at half price. Illustrated prospectus sent free. Want representatives in every town. Liberal inducements. Address The Bulletin, 233 Kearny St. San Francisco.

$100 Reward, $100.

The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages, and that is Catarrh. Hall's Catarrh Cure is the only positive cure now known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitutional and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred Dollars for any case that it fails to cure. Send for list of testimonials. Address F. J. Cheney & Co., Toledo, Ohio. Sold by all druggists, 75 cents.

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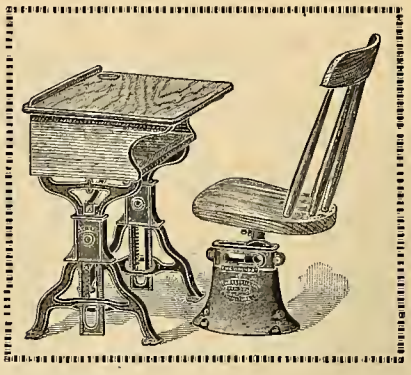

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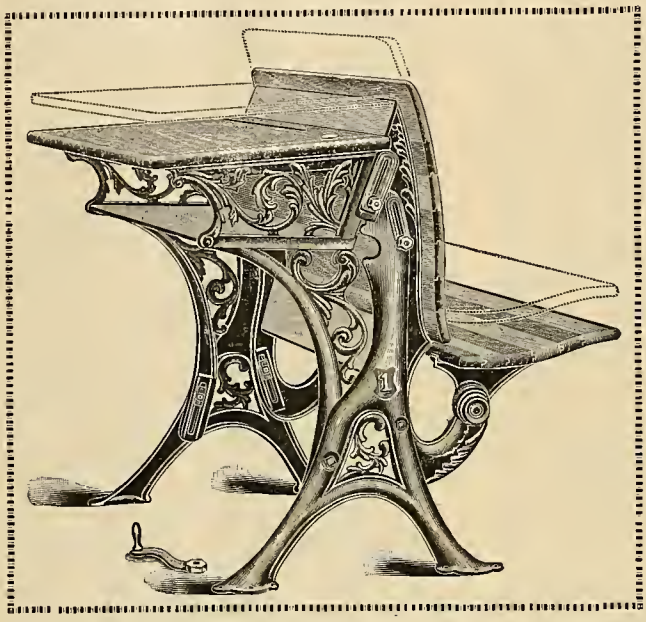

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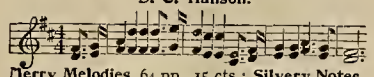

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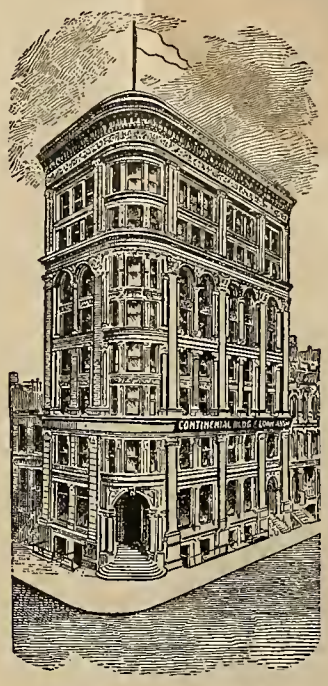

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THE WESTERN JOURNAL OF EDUCATION

NEW SERIES—VOLUME III
OLD SERIES.—GOLDEN ERA—VOL. XLIII.

SAN FRANCISCO, OCTOBER, 1898.

NUMBER 10
ESTABLISHED 1852

Publisher's Notice.

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Entered at the San Francisco Post Office as second-class mail matter.

The Official Organ of the Department of Public Instruction of the State of California.

The December Journal.

About Dec. 1, 1898, we will issue a special edition of the WESTERN JOURNAL OF EDUCATION. It will surpass in illustration, in large and varied table of contents, and in general actractiveness any previous issue of the kind. It will be our Christmas gift to our readers. Extra copies must be ordered in advance, for the issue will be limited.

How to Spell.

A committee of the N. E. A., consisting of Wm. T. Harris, F. Louis Soldan and T. M. Balliet, reported on the following list of words with simplified spelling which were adopted for use in all publications of the N. E. A. Program—(programme); tho—(though); altho—(although); thoro—(thorough); thorofare—(thoroughfore); thru—(through); thruout—(throughout); catalog—(catalogue); prolog—(prologue); decalog—(decalogue); demagog—(demagogue); pedagog—(pedagogue).

Dr. Jordan of Stanford never hit the nail a more substantial blow on the head than when he said: "Universities, colleges and high schools require the preparation that is not easily measured."

* *

Philip M. Fisher of the Central School, was severely criticised for taking an active part in politics. The charge is that he attended a primary election, served as a delegate to the State Convention, and incidentally made a good speech for Pardee for Governor. They do not question that Mr. Fisher was not working in the interests of good government. They simply criticise him, for what? For doing that which every intelligent citizen ought to do—take an active part in primary elections, conventions, etc. An ideal republic demands that its intelligent citizenship shall take part in all the mechanics of government.

State Supt. Browne in an official communication to the teachers of Washington advising them to be somewhat in advance of the ordinary examination grind, says: "Do not forget the reason why the little boy fell out of bed—he went to sleep too near the place he got in."

* *

The people of California will be called upon to vote for or against the following constitutional amendment:

Amendment Number Six.

(Being Assembly Constitutional Amendment No 38.)

A resolution to propose to the people of the State of California an amendment to section six, article nine, of the Constitution of the State of California, relating to grammar schools, by which it is proposed to amend said section to read as follows:

Section 6. The public school system shall include primary and grammar schools, and such high schools, evening schools, normal schools and technical schools as may be established by the Legislature, or by municipal or district authority, but the entire revenue derived from the State school fund and the State school tax shall be applied exclusively to the support of primary and grammar schoo's. Grammar schools shall include schools organized in a school district, or union of school districts, having more than one thousand inhabitants, in which a course of study shall be taught which will prepare pupils to enter the agricultural, mining or scientific department of the University of California.

It should receive the serious consideration of every elector. Its aim was to increase the efficiency of the high schools and the large grammar schools of the State, by changing the scope of the grammar school to the high school, and so that those now organized, and those organized under the new law will secure a pro rata of State funds. The high schools at the present time depend upon local taxation for their support. The adoption of this amendment will undoubtedly increase the high schools in the State, but it will do so at the expense of the primary and grammar schools. We do not believe that funds of State and county should be used for the support of the high schools unless there is a law to create a special State High School Fund. But no community of less than a thousand should be asked to support the larger and more populous districts. The hope of our country is in helping our boys and girls in the rural districts, and bringing educational facilities, and not forcing them to seek the towns for an elementary education. Prof. Elmer E. Brown, at the Alameda County Institute, reported as follows:

"We believe the sixth amendment to have been proposed in the interest of education, and specifically for the good of those who seek more advanced schooling than that now offered in schools within their reach, but we believe also that, if adopted, it will utterly disappoint the expectations which it raises, and will at the same time work very serious injury to the schools which we now have. For that reason we are earnestly opposed to its adoption."

Hon. S. T. Black has repeatedly spoken against it. Hon. T. J. Kirk, the Republican candidate for Supt. of Public Instruction, is also opposed to the amendment.

The Oakland School Controversy. B. C. Cuvellier, like Byron, woke up and found himself famous. He read a speech to the Oakland Board of Education that criticised the methods, course of study, government and practical work of the public schools of Oakland. He might have substituted any other city in the United States, and the criticisms would have applied with equal force. His charges summed up, are about as follows:

"Yet one of the most serious causes of complaint which I find among parents and children alike is the amount of home study which has to be done and which, with the great majority of children (the children of the masses) can only be done at night after their share of the household duties has been performed."

* *

"I say you are not conducting the public schools of Oakland for the best interests of the great majority of the school children, but you are running them for the benefit of a small minority of exceptionally bright children. You are perverting the purpose of our public schools. They are intended and supported by the people so that the people's children—all of them—may receive a good, plain, substantial and thoro American education, and they are not intended to be used as intellectual hot houses to force and develop rare precocious plants for the benefit of the universities."

* *

Children Drop Out What do the children say? Those who have dropped out. They tell me that year by year the work in the schools seems to get harder and harder, more and more work is piled on, only the very bright can keep up; to do the work at its best, books of reference are constantly required, these books are expensive and everybody cannot afford to have them. The preparation in the ground work of mathematics is most defective, the children are rushed thru fractions (addition, subtraction, multiplication and division of fractions, both common and decimal) in the A Division of the fifth year, at an age when the average child is hardly able to grasp the work, and what is the result? When these boys and girls get up into the higher grammar grades, they find that their foundation is defective and that they flounder about hopelessly until somebody can help them along or they get discouraged and leave school.

* *

Now what do parents say? On all sides comes complaints that their children in the grammar grades are over-taxed with work, that they are compelled to study late into the night, and that they, the parents, are called upon continually to assist their children with their studies, but that the methods of instruction to-day are so different from what they were when they, the parents, went to school, that they find that instead of being a help to their children in their studies they are often a hindrance.

* *

There were other changes of a specific nature but the above are the general changes that apply to our schools. Supt. J. W. McClymonds published a report, which showed that many statements of Cuvellier were erroneous, and that the course of study, in the Oakland Schools was an excellent one. Everybody who ever had a grievance was allowed to air it, and the newspapers published the opinion of many people, and here is a list of complaints and some remedies suggested.

Poor teaching.
Vicious methods.
The whole system suffering from hysterics.
Night work (Professor Edwards, U. C).
Parents allow pupils to loaf about the streets.
Pupils compelled to go to work.
Objections to literary and scientific courses.
Overcrowded school rooms (Professor Cubberley, Stanford).
Inequality in children's capabilities (Professor Brown, U. C).
Scientific studies.
Present methods of marking credits (Mrs. Woods).
Wrong studies.
Wrong method of studying.
Tremendous waste of time.
Tremendous waste of effort (Professor Bradley, U. C).
Night work.
Measurable results preferred to those adopted to actual life.
Public ignorance of practical wants (President Jordan, Stanford).
Lack of money.
Lack of teachers (Professor Burrell).
Too many studies.
Too high studies (Mr. Ludlow).
Too many fads.
Too high pressure for the average pupil (Cuvellier).
Necessity for earning a living (Principal McClymonds).

Remedies Suggested.

Compulsory educational law.
Restraint by law.
"Truant officers" by law.
Technical schools (Professor Cubberley).
Condensation (six months course condensed into 19 hours and 45 minutes (Professor Edwards).
Greater economy of effort.
Soft courses not desirable (Professor E. E. Brown).
"Study to acquire knowledge" (Mrs. Woods).
Common Education.
Nature study.
Studies relating to practical affairs of life (Mr. Ludlow).
Separate course preparatory to University.
Reduction of high pressure (Cuvellier).

* *

Miss Millicent Shinn wrote a very excellent article on the subject. The following has a direct application not only to Oakland but everywhere:

"And still again: I have for years heard Oakland teachers complain that they could not persuade parents to keep their children from outside gayeties in term time, and that this is a real and serious evil thruout the schools. This, I think, is a peculiarly American piece of indulgence. The Collegiate Alumnæ made some investigations in this matter in several Eastern cities, with amazing results. They found it common for young girls to be allowed to go out evenings during term time; to sleep late next morning; go to school without breaktast, except a cup of strong coffee; lunch at a confectioner's on cream puffs; go home with a headache, and cry over their lessons all the evening. By and by the mother takes the anæmic, nervous girl to a doctor, and he tells her that she has been studying too hard, and that intellectual ambition is ruining American womanhood."

* *

It is very unfortunate, to say the least, that the publication of the proceedings of the State Teachers' Association is so long delayed. Nine months have now passed since the adjournment, and proceedings are not yet at hand. Every month's delay has detracted from the interest in the volume, if not in the value of it.

At the time the papers were read and the discussion had, there was a lively interest in the subjects presented, and had the publication followed immediately, as it should, all would have been read with interest, and therefore with profit. As time passes other matters absorb the attention, the interest abates, and when the volume appears it will be casually looked over and thrown aside, as a back number.

In less than sixty days from the time of adjournment a copy of the proceedings should be in the hands of every member. That there must be some delay in the publication, where each writer desires to read his own proof, is well understood, but the delay referred to seems almost inexcusable.

* *

Speaking of nails reminds me of Prof. T. L. Heaton, who makes a rather apt illustration by trying to drive a nail in the wall, head first. He does this to show that nature study is a good thing, but you must have the right method of teaching it. Many teachers enthusiastically try to drive a nail in the wall head first.

DEPARTMENT OF NATURE STUDY.

CONDUCTED BY

OLIVER P. JENKINS AND VERNON L. KELLOGG,

OF STANFORD UNIVERSITY.

There is no longer any doubt that Nature Study is to take its place in the school course of study. Recognition of its value and provision for its use as school material will become universal and all this in the near future. In several states the interest in the subject has grown rapidly of late, and already extensive movements have been made toward its practical introduction into the schools.

One of the pressing demands on the part of teachers is for help in carrying on the work. Authors and publishers have to some extent attempted to meet this demand with all sorts of books designed to treat some phase of Nature Study or the handling of it in the schools. Some of these have been written by those whose hearts are in the work, and whose preparation for such a task renders what they say of value. A great number are evidently the products of commercial enterprise making use of either a raw and gushing enthusiasm that scoops up nature and spreads her very thin over the pages, or on the other hand some sort of literary mill that takes up old text books on Natural History and gives out very dry stuffing for new ones, but with that lack of judgement and perspective that is the habit with mills.

But good or bad, these helps are scattered about thru the country and do not reach the teacher, or if they do, there is not yet a general knowledge to enable every one to judge among them.

And indeed there is not as yet sufficient experience in Nature Study teaching to allow a consensus of opinion as to what is best in both matter and detail of method. We are pre-eminently in the experimental stage in Nature Study in the elementary schools.

To meet the immediate demands of teachers in the elementary schools, in two states, New York and Indiana, there have been published at the expense of those states a series of leaflets which are sent free to all teachers in the respective states who apply for them.

In New York the preparation and publishing of the leaflets are undertaken by certain of the Faculty of Cornell University and in Indiana by the Faculty of Purdue University.

Even before these states issued leaflets as above indicated, the committee appointed by the Council of Education of this state endeavored to hit upon some plan to have published for the free use of the teachers of California a like series of helps. Thus far the committee has not been successful in obtaining the necessary funds. But it is to be hoped that some plan may be found by which not only such helps to teachers may be provided, but that the more extensive work of the study of the various phases of the Natural History of California may be aided and the results made available to all the schools. During the year 1897 one of the editors of this department prepared for the Oakland School Department a series of leaflets on Nature Study which were published by the Department and distributed free to the teachers of Oakland. These leaflets have been incorporated in two parts in the Oakland School Reports for 1896-97, 1897-98 and many copies distributed outside of that city at small cost. The number for such distribution was naturally limited and soon exhausted. To supply any or all teachers of the state with any such aids must at present be accomplished by private enterprise. With the conditions thus referred to prevailing, the editors of this Department have arranged with the WESTERN JOURNAL OF EDUCATION to prepare a series of practical helps in the teaching of Nature Study in the elementary grades. A copy reaches each school in the State. The arrangements with the JOURNAL include a provision for furnishing at trifling cost extra copies of any number desired. It seems that this plan will allow a wider distribution of material thus prepared, and serve as the greater incentive to larger experimenting with the important matter of adapting the Study of Nature to the school courses. This forms the excuse of the editors of this Department for undertaking a work in which they with many other teachers are greatly interested,

Altho we are well aware that these directions will fall into the hands of a large number of teachers who have a considerable knowledge aud training in Natural History, we have thought best for the good of those who most need help to assume no such knowledge in preparing these helps.

Every lesson in Nature Study should receive serious thought and will require careful preparation before attempting it, if the best results are sought.

Making a Beginning.

After one has decided to place Nature Study in the day's program the first question generally is, "Where shall I begin?" The answer "Begin anywhere," is a correct one but not satisfactory. Anywhere is a large country and one is soon lost in it. It is only fair that those who urge a beginning should point out a visible tangible point to start from. The only reason I would hesitate to select such a point is that it might be thought I considered that particular point an essential beginning. Let me indicate one way in which a beginning may be made. First the teacher will look out over the field of Nature and consider at least in a general way what kind of facts he expects to make use of. They will be of course phenomena either of the life of plants, of the life of animals, or of inorganic nature. It will be hoped that in the course of time enough of the phenomena in each of these realms will be seen clearly enough to understand some of the larger relations of each, such as growth, development, adaptation, succession and the like.

With such conceptions in mind he would find on any day during any season, simple phenomena which just at that time may be a beginning in training in accurate seeing and clear thinking, but at the same time may serve as a valuable fact which later will be with other similar ones an introduction to important generalizations.

Let me illustrate from the life of plants.

Thru the summer and fall various plants are busy distributing their seeds. They have manifold ways of doing this. Each method is an ingenious contrivance adapted to certain conditions. For example the large nnmber of plants of California are so successful in this work that against multitudes of enemies and adverse circumstances they manage to hold their own year after year and many of them have done so for ages. The whole subject of plant distribution is a great one and far reaching in its relations. Now as you look out on the plant inhabitants of California you think of these questions and you are prepared to make your beginning with a simple lesson on the first plant you find distributing its seeds. That one of course might be one of a great number that are possible. To see what might happen to me in this line were I, to-day to make a beginning, I have just taken a short walk. This has brought me acrosss a lawn in which were growing a number of dandelions, some in bud, some in bloom, and some with erect stalks bearing the familiar downy globes ready to break up and sail away with the first puff of wind. This dandelion shall be the beginning lesson.

Fig. 1. The Dandelion: (a) bud: (b) head of flowers; (c) after flowering, head closed again stalk bent over, stems of balloons growing, seeds ripening; (d) seeds ripened, stalk erect and lengthened.

The Lesson—The Dandelion.

First: For yourself on the lawn or wherever you find it, carefully observe all you can of the plant, how it grows, where the bud forms, and the different stages of growth of the different parts of the flowers to the formation of the ripened seeds.

While you may observe a number of interesting things in its study, make up your mind firmly to attempt in the one lesson one thing only, for example: The method by which the seed is distributed, and the growth of the apparatus by which it is carried. With the first three grades make two or three lessons of even this.

Provide abundant material so that each pupil may have enough to make out the points you wish him to see.

Don't "teach" but lead the pupil to see clearly: the seed in its place; the parts it flies with; how easily a current of air will carry them (experiment with the breath or with a fan).

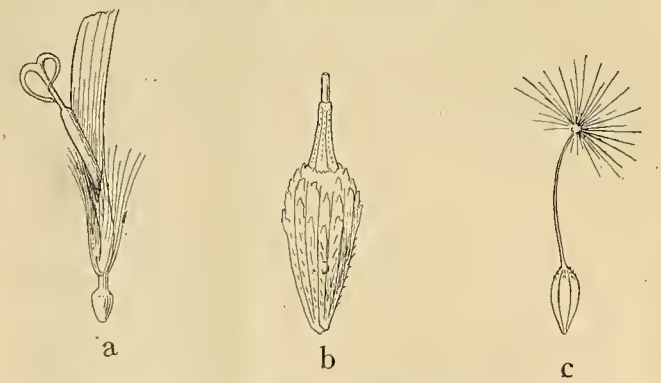


Fig. 2. a) enlarged view of a single flower of dandelion, flower head showing at the bottom the down on short stem on the top of the seeed; (b) enlarged view of seed, balloon and its stalk cut away; (c) ripened seed with balloon completed ready to fly.

Now further lead him to see how thru the bud to the ripened head the downy part grows to its mature form, how at first it is on a single undeveloped seed a minute bundle of soft down without a stem, how later the stem of the "umbrella" grows, how at first the umbrella is closed up tight, and opens only when its stem is grown and the seed is mature. Have him also see that at first when the flowers open they are raised up by the stalk. (If there has been no lessons on flowers previous to this do not go into the structure of the flower at this time, farther than to show that the dandelion blossom is a bunch or head of many small flowers.) Later as the seeds begin to mature and the downy part to develop the flowers close and the hollow stems of the head of flowers bend over and lie close to the ground hiding it until the seeds ripen, but just as the seeds mature the flower stalks become erect and grow in length raising the flower head high, which then opens and as each umbrella opens out the seeds become very loosely attached, and all is very ready for a puff of wind to blow them away.

If all this is made out distinctly from material in hand, there will be one good case clearly seen of a plant putting forth a great deal of ingenious effort to scatter its seeds to the wind.

After first lessons on the dandelion, the pupils may be set to finding other seeds which have either similar or quite different means of distribution. Have them gather these themselves and explain from their own observation to the rest of the clsss the method each employs.

You will no doubt be surprised to see the number of different kinds that may thus be brought in, whether the school is in the country or in the city. A collection can be made and arranged for exhibition. But it is best that that disappear by the beginning of another year, so that the new classes may begin afresh.

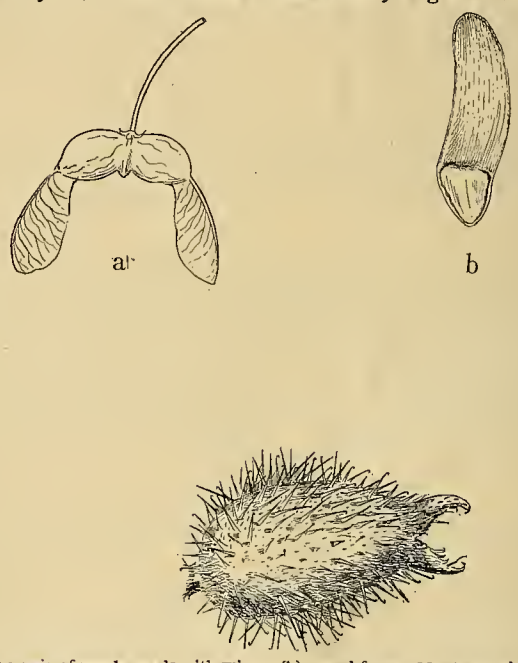


Fig. 3. (a) a pair of maple seeds with wings; (b) a seed from a Monterey pine cone with a wing; (c) a bur of the cockle-bur with a pair of jaws and many hooks.

Now on your walk to seek a beginning lesson you may not meet with a dandelion, but you surely will find some plant which will answer as well. There are several that have downy umbrellas that act as balloons, others as the maple have wings, others as burs of various kinds have hooks to fasten on clothing and still others that are carried by water.

For the first lesson choose one that is abundant and has some conspicuous, easily solved means of traveling and treat it something after the manner suggested with the dandelion. Do not be deterred in your choice because you do not know the name of the plant, as that has nothing to do with the lesson. Use the name the children use. In a future numbe rother lessons which these lessons on how seeds travel suggest will be given.

But the beginning may not be with plants but with some animal. As plants and animals and inanimate nature go thru their changes slowly it is best, even necessary to have several things going at once that they may keep up a supply of lessons. For example the gathering of the seeds may proceed while the eggs a mosquito, are hatching and the larvæ are growing.—Oliver P. Jenkins.

Major C. T. Meredith.

Major C. T. Meredith, the new Superintendent of Public Instruction is a native of Kentucky, where he was born fifty-one years ago, which state he left twenty-seven years since, to seek his fortune in California.

He spent the greater part of his life in this state, all in Southern California, where he has been engaged in the work of the public schools, during the whole period of his residence in the State.

Few men in the State are more familiar with all grades of school work, as he has had a valuable experience in all of them, from the Kindergarten to the High School, inclusive.

In 1877 he was Principal of the Ventura Grammar School; in 1880 made a member of the County Board of Education; in 1882 elected to the County School Superintendency; to which he was re-elected in 1886.

Retiring from politics in 1890, he took charge of and organized the Santa Paula Union High School, which he left in 1892 to take the Principalship of the Citrus High School in Los Angeles Co.

During his residence in Los Angeles Co. Major Meredith had served on the Board of Education of that County.

An idea of the educational worth of Supt. Meredith may be had from the following extract; the one from a letter of Dr. A. E. Winship, so well and fanorably known to all California teachers, in which he says of Mr. Meredith:

"I have rarely met with one who combined in such a graceful way so many of the sensible, intellectual, business-like, social, directive elements of success in estimating, selecting, advising and stimulating teachers."

The other, from the *Tulare Standard*, in giving a report of an Institute held there by Supt. Merdith says of him:

"Among the noted men from abroad at the Teachers' Institute, held at Visalia last week, was Prof. C. T. Meredith, Superintendent of Public Schools of Ventura County. Prof. Meredith has a State-wide reputation as an institute man, and his work at the institute last week demonstrated that his growing popularity as an instructor is founded on solid merit. No institute can possibly be a failure when Prof. Meredith is present, for he is a whole institute himself. In Ventura County institutes have been a marked success for a number of years, owing chiefly to the vigorous personality and effective methods of Supt. Meredith. He knows how to take hold at the right time and place to make things move. In him is combined the highest order of intellectual acquirement, also great efficiency in the mastery of little things so essential in a true teacher.

During the Civil War Mr. Meredith was a boy growing up in the South, and as a result he was later deprived of University education. He was brought up in private schools, but he nevertheless speaks four languages and reads six, and is reckoned as an expert mathematician.

At the close of his term as Superintendent of Public Instruction, he will go into the San Diego Normal School as Professor of Mathematics.

Interesting Notes About School Superintendents.

Supt. Geo. Mack of Amador is a candidate for County Clerk of Amador, Supt. Finch is a candidate for district attory of Glenn.

* *

Geo. A. Gordon of Jackson and Jacob S. Clark of Sutter Creek are the two candidates for office of School Superintendent of Amador County.

* *

Hugh J. Baldwin well known in the state as educator, and a progressive school man is a candidate on the republican ticket in San Diego County for School Superintendent.

* *

Supt. Harrell of Kern, Supt. Goodell of San Joaquin, Supt. Mack of Amador, Supt. Wilson of Colusa, Supt. Finch of Glenn declined a renomination for School Superintendent.

* *

S. D. Waterman, who was a candidate in 1884 on republican ticket for Superintendent of Public Instruction is a candidate for County School Superintendent of Alameda County. T. O. Crawford, principal of the Lincoln School, Oakland, is his opponent.

* *

An interesting fight is on in Santa Clara County. L. J. Chipman, who has held the office for over twenty years as a republican, did not allow his name to be presented to the republican convention, because he objected to the methods of certain politicians. He was tendered the nomination of the Democrats and good government league. His opponent on the republican ticket is H. Clay Faber, who was a candidate for Superintendent of Schools in Santa Barbara four years ago, and was beaten by Geo. E. Thurmond.

* *

The following County Superintendents have been renominated, and will be voted for in November. J. W. Graham, Kings Co., Edward Hyatt, Riverside Co., W. J. Bailey, San Diego, Geo. L. Sackett, Ventura, Geo. E. Thurmond, Santa Barbara, Job Wood Jr., Monterey, O. W. Grove, Merced, J. A. Wagener, Stanislaus, B. F. Howard, Sacramento, Julias L. Jones, Mariposa, A. P. Sanborn, Solano, Etta M. Tilton, San Mateo, J. B. Brown, Humboldt, Lizzie Fox, Trinity, O. E. Graves, Tehama, P. W. Smith, Placer, T. E. McCarty. El Dorado, R. H. Webster, San Francisco, John Garner. San Benito, O. M. Doyle, Lassen, Annie L. Williams, Modoc, A.B.Pendegast, Yolo, Geo.Rhodes Mendocino, J. P. Greeley, Orange County, C. G. Kline, Sutter. J. A. Scott, Yuba City, E. F. Floyd, Calaveras, David Lieshman, Del Norte, J. W. Linscott, Santa Cruz, L. J. Chipman, Santa Clara, Robert Furlong, Marin.

Institutes.

Supt. A. M. Phalin of Contra Costa County held an interesting and instructive institute September 6, 7, 8, at Martinez. Prof. T. L. Heaton, D. R. Augsburg and Harr Wagner were the instructors.

* *

Supt. J. B. Brown of Humboldt held a successful institute, September 12, 13, 14, 15, at Eureka. Dr. Dresslar, Katherine M. Ball and Supt. McClymonds were the instructors.

* *

Supt. Garlick of Alameda deserves credit for an innovation in the manner of holding the annual institute September 12 to 16. Dr. James of Harvard, the eminent authority on psychology was the lecturer. The teachers expressed themselves as well pleased with the results.

* *

The following institutes will be held in October, November and December.

Supt. Sanborn will hold his institute at Vacaville, Oct. 10th to 14th.

* *

Miss Kate Ames of Napa Oct. 11 to 14th.

* *

Miss Kate Donnelly of Plumas at Quincy, Oct. 11th to 14th.

* *

Supt. B. F. Howard of Sacramento, Supt. Chipman of Santa Clara and Supt. Goodall of San Joaquin, Nov. 21 to 24.

* *

Supt. Smith, Siskiyou, will hold his institute. October 25th to 28th. Supt. Dittmar of Shasta, Supt. Stout of Butte, Supt. Finch of Glenn, Supt. Graves of Tehama will hold their annual institutes Nov. 28 to 30, and the Northern Association will be held at Chico, Dec. 1 and 2, C. M. Ritter, President.

* *

It was announced that the San Joaquin Valley institutes would be held Oct. 21 to 25. This was a mistake, a serious blunder. The time set is Dec. 19, 23, 24, for the Kern, Tulare, Fresno, Merced, Stanislaus and Kings institute, and the San Joaquin Valley Teachers' Association.

The California Teachers' Association will be held Dec. 27th to 30th at Santa Rosa.

* *

Supt. Job Wood held a successful institute Oct. 4th to 9th. The following named lecturers were present during the session: Prof. H. T. Ardley, State University; Prof. Thos. P. Bailey Jr. State University; Prof. Elwood P. Cubberley, Stanford University; Prof. F. B. Dresslar, State University; Prof. Bernard Moses, State University; Prof. Washington Wilson, State University; Supt. J. W. Linscott, Santa Cruz; Harold W. Fairbanks, Ph. D., Berkeley.

* *

Supt. Otis M. Doyle of Lassen County held his institutes, Sept. 27, 28, 29, at Susanville. The instructor was Harr Wagner, and lecturer Joaquin Miller. Large crowds attended the evening and afternoon sessions to hear the poet's beautiful descriptions of Rome, Venice, Naples, and his vivid pictures of "Life by Northern Lights." The old custom followed by Mr. Doyle of having an evening lecturer that has sufficient reputation to draw the general public is a good one because it awakens interest in the institute program on the part of the general public.

* *

Supt. G. E. Thurmond held his institute Oct. 4 to 9th. T. H. Kirk, P. W. Kauffman, Dr. Van Liew, were the instructors. An interesting and profitable session was held.

Normal School Department.

State Normal School, San Jose.

The Normal School at San Jose opened its thirty-sixth year on the 3rd of September, under very auspicious circumstances. During the year 1897-8 it graduated eighty-six. To take their places one hundred eighty-five new pupils have been admitted, making the attendance in the normal school proper, six hundred seventy-four.

Of the new pupils admitted ninety-five are graduates, or undergraduates of high schools, or teachers. The other ninety are graduates of grammar schools (upper half of class), graduates of the Training Department or those entering on examination. It is noteworthy that but seventeen presented themselves for examination, showing that pupils are preparing themselves for admission, as they should, in the grammar and high schools of the State. The closer the relation established between these schools and the Normal School the better it must be for both.

For the first time since its organization the school has now in operation a fully equipped kindergarten department with a course of study for kindergartners. At the head of the department is Miss Mary Woodward, a graduate, and for two years a member of the Faculty of the Chicago Kindergarten College. Miss Woodward comes very highly recommended and seems peculiarly adapted to this kind of work. We give the course of study and training required of those who are to go out as kindergarten teachers.

Kindergarten Course.

No one will be admitted to the Kindergarten Department who has not had a thoro course in English, and who has not fair ability in drawing and in both vocal and instrumental music.

Students who have completed the first two years of the regular Normal course, provided they show special fitness for the work, may enter the third year of the kindergarten course.

For recommended graduates of accredited High Schools a two year's course will be provided, consisting of the professional work with such academic work as is made necessary by the previous preparation of the individual student.

Graduates of any California State Normal School may obtain a kindergarten diploma after one year's work in Kindergarten Theory and Practice.

Recognizing two necessities in training for special work, the regular kindergarten course is so laid out as to provide, first, that specialization should be undertaken only after the broadest general culture possible, and second, that a thoro training for special work should include practical experience in that work.

To meet the first necessity, thoro training in academic subjects and a broad pedagogical course precedes the special kindergarten training. To meet the second, a large proportion of the time of special training is given to observation and practice in the kindergarten.

There will be only one class each year organized in this department, beginning always in September.

Kindergarten Course of Study.

First Year.

(The same as regular Normal course.)

Second Year.

(The same as regular Normal course.)

Third Year.

	First Term.	Second Term.
Professional	Pedagogy—10—5	History of Education—20—5
Professional	Kindergarten theory—20—5	Kindergarten theory—20—5
Professional	" Observation—20—2	" Observation—20—2
Science	Physics—20—5	Physics—20—5
Mathematics	Geometry—20—5	
Miscellaneous	Dra ing methods—10—5	Literature—20—5
Miscellaneous	Music	Music

Fourth Year.

	First Term	Second Term
Professional	Kindergarten teaching—20—15	Kindergarten teaching—20—15
Professional	Kindergarten theory—20—5	Kindergarten theory—20—5
Science	Physical geography—20—5	
Miscellaneous		United States History—20—5
Miscellaneous	Music	Music

It will be observed that all graduates from this course must first have taken very nearly the full normal school course, receiving much of its culture and training. The most severe, because the most just criticism on kindergarten work in California is that so many kindergartners have seemed to believe that their work could be learned as an independent thing, without having acquired the knowledge necessary to show its place and relation to the general system. And so school girls, sometimes even those who have not completed the grammar school, have been taken into the so-called kindergarten training schools, and after a special course in the work have been sent out as kindergartners.

While some of these, because of special natural ability may have been fairly successful, in the main they have injured the cause in which they work. Admitting, for the sake of argument, that the specialty can be learned without a broad foundation of knowledge and culture, it cannot be used successfully. The one who is to occupy the place of both teacher and mother, and who is to do the first systematic, formative work for these little ones, should have walked very widely in all the fields that lie before the most of them, and should have taken a course of training that has developed all the womanly faculties.

State Normal at Chico.

"The good school" says Herbart, "is everywhere the same. It always nourishes the same interest; it always leads to thinking as well as observation; it always points to the beautiful in the world and the sublime above it; it always awakens sympathetic participation for domestic and civic weal and woe."

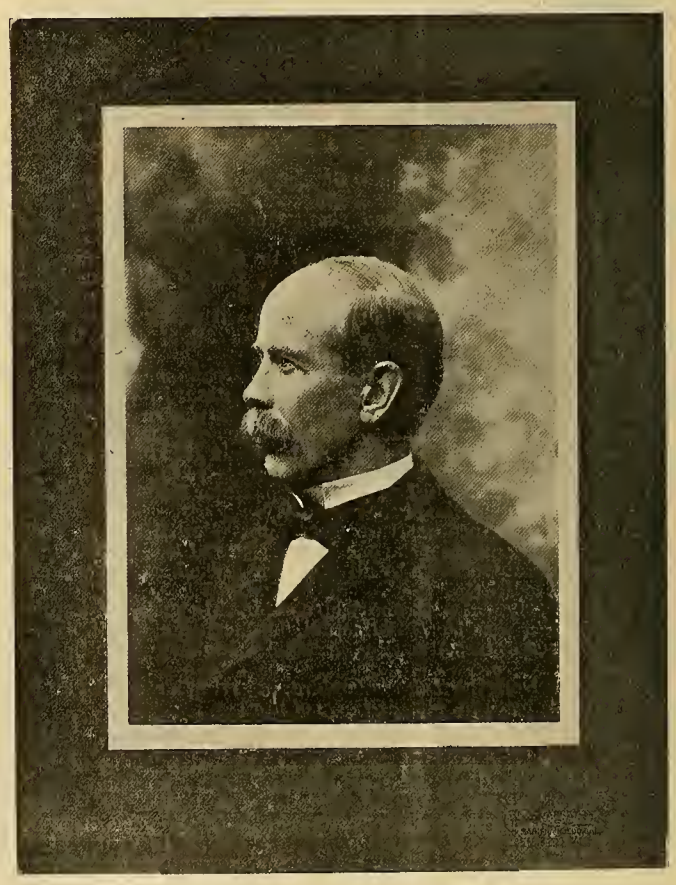
By the practical work of its graduates as exemplified in the public schools, the influence created for higher professional training, and the thoroness of its curriculum, the State Normal at Chico has proved itself a good school.

The new year opens most favorably; every seat in the assembly hall is filled and every spare inch of room is being utilized to provide accommodations for those who are still coming in.

The students have come from nearly every county in the State, from Santa Barbara to the Oregon line As a body of students they are noticeable for the energy and promptness with which they are entering upon the years' work.

There are graduates of public schools, of high schools, and teachers desirous of acquiring the normal methods, and one and all appear actuated by an earnest purpose to make the most of the coming school year.

With a strong faculty, the best appliances, and a body of students, earnest, enthusiastic, and loyal, the State Normal at Chico opens for the year with the brightest prospects for assured success.



Hon. Samuel T. Black.

The Joint Board of Trustees of the State Normal Schools has elected Samuel T. Black, Superintendent of Public Instruction, president of the San Diego Normal Schools. He has resigned the office of Superintendent of Public Instruction, and Major C. T. Meredith has been appointed by Governor Budd as his successor. President Black will open the Normal School about November 1st, in temporary buildings. The new buildings for the Normal are approaching completion however, and will be the handsomest school buildings in the West when finished. The citizens of Southern California and of San Diego particularly will welcome Samuel T. Black. During his educational career he has filled many honorable positions with dignity and conspicuous credit. He goes to San Diego in the prime of life, ripe in experience, with a wide acquaintance with men, schools and methods.

By ELSA HASSE.

A PAPER OF A LOS ANGELES MOTHERS' MEETING.

The Child's Self Assertion.

Physically	The First Cry. Motions of Body.	Hands, Legs, Head, Eyes.
Mentally	Language.. Voluntary Acts.	
Spiritually	Perception of Order. Affection for Family.	

1. Physical expressions are preliminary to intellectual or spiritual expressions. Of the first cry, Semmig says it is "the triumphant song of everlasting life." Kant calls it a cry of wrath. "The cry soon becomes differentiated and assumes various shadings to express various mental states, and may be observed to first take on its new characteristics in the first six months or thereabouts." Says Perez, "In my opinion, a child of ten months who does not weep or cry at least four or five times a day, who is not amused, and who is not irritated like a savage or a young animal, by a mere trifle, is lacking in sensibility and in intelligence, and will, no doubt, be lacking in character." Again, in an educational comment he says "It is necessary to surround the cradle with an atmosphere of sweet serenity, but it is not always necessary to hide anger."

2. Physical manifestations of the child's growth can be readily seen to have been prompted by reflex or intuitive acts. For instance, the eye movements. The eye mechanism is inherited, but the brain centers are not developed in the first days and the eye movements are not co-ordinated, which means that the eyes and lids move in opposite directions from one another and not together as in adults, unless accidentally.

3. Impulsive movements, or, perhaps intuitive movements, are seen in the kicking and grasping motions of the very young baby and during his later months. Just as the inherited demand for exercise causes the baby to cry, so does he like to kick. Frobel—"You will foster his impulsive movements, exercise his strength, cultivate his activity, and prepare him thru doing to seeing. You will seek thru self-activity to lead him to self-knowledge." The mother-instinct divines the want of the baby for something to kick against. She holds her hands so that the little feet may alternately strike against them. He is measuring his strength, "But you are not satisfied with his physical nurture. You long to nourish to baby's feelings, to stir the impulses of his heart." As the little play goes on the mother begins to sing; and love, the melody of the heart is revealed in the voice.

4. When the babbling and cooing assume articulate character, the intellectual and physical, processes of the vocal organs, (instruments o speech) are co-operative. The vowels usually precede the consonants. "ä" is generally the first sound owing to construction of the organs of speech. Long before the sixth month, the primitive vowels are combined with consonants to produce first syllabic utterances, which are chiefly mechanical. "b," "p" and "m" are usually the first consonants. The time of cutting the teeth often introduces lip sounds. The easy "m" sound preceding the most natural ä sound produce the word "ma." It may destroy many a mother's flattering delusion to learn that the spontaneous utterance *mamma* is quite mechanical according to Tracy. Philologists may find an interesting point here, for the origination of the word "mamma" and hence "mammal" may be traced backwards along the line of least resistance to the child's most natural first utterances.

Upon learning to speak, the child can enter more fully into the family life and an interesting and critical epoch begins. Frobel would have the child learn clear enunciation at the start, *i. e.*, as soon as it is physically possible. Ignorance (on the part of the guardians of the child) is the only excuse for baby-talk after two and a half or three years of age. The childs vocabulary should not be burdened with silly substitutes for the real names of objects when these names are longer than ordinary words. It is as easy to say a slightly difficult common noun as it is to pronounce many of our surnames which the child learns to say by imitation and repetition. Baby-talk and the substitution of *easy* words for others of more complexity of sound, is to burden the child with a useless vocabulary and to impose on him the task of later unlearning this set of words for the right ones—a clear loss of energy and time.

5. The mother's direction of the hand, head, eye, arm, and leg movements, by the use of finger plays, a universal and intuitive practice, has the result of leading the child to wider experience. The greatest impelling factor in the child's spontaneous activities, (the greatest educative forces) is imitation. Before having become a conscious being the child regards his body as a toy, and his toes afford hours of entertainment. His discovery of his ear is full of wonder to him. The instincts of the mother prompt her to guide this aimless play, for two reasons. The child may if left too long to this aimless play, acquire tricks of the face, or of any part of the body which may leave permanent defect. The other reason for directing the child at this stage, is to help him to the finding of self. He grows observant with the advance of the *sense organ* growth. He imitates sounds and movements. "Nothing less than the child's personality is at stake in the method and matter of its imitations; for the 'self' is but the form or process in which the influences surrounding the child take on their individuality. It is inevitable that he make up his personality, under the limitations of heredity, by imitation—out of the 'copy' set in the actions, temper, emotions, of the persons who build around him the social inclosure of his childhood." —*Baldwin.*

(Ask for examples of imitativenesss in children. How does the character of the object imitated and the imitation affect the child's personality?)

(Read the motto of the game of "The Weather Vane," in Frobel's Mother Play Book.)

6. Under the head of mental growth, we must also include voluntary acts—acts which follow the reflexive, impulsive and instinctive movements. This is a classification for the purpose ot observation, for reflexive, impulsive and instinctive movements do not cease when voluntary acts begin, but they continue thruout life. From the sixth month, deliberative acts begin, few and far between perhaps at first—but in proportion as material is gained by involuntary movements, the will proceeds to combine and reconstruct.

(Give examples of persistence in little children.) Discriminate between obstinacy and strength of will. What shall be done with the obstinate child without injuring his force of character.

Before leaving the "*intellectual*" division let us note the possibilities of impulsive movements, as given by Frobel. The grasping and clutching of the child, may be of worth to his education if rightly treated. The motto of the game of "The Light Bird" is suggestive in this respect:—

"We most do own what we own not,
But which is free to all.
The sunset light upon the sea,
A passing strain of melody,
Are ours beyond recall."

7. The spiritual growth is so interdependent with the physical and intellectual that a separate head for its discussion merely leads to repetition of the points of those two divisions. Questions may therefore best serve the purpose.

1. How can the mother lead the child to higher perceptions thru his physical activities? 2. How can rhythm of motion be the beginning of the formation of a perception of order, and ultimately of beauty? 3. How can the teaching of control of physical actions be of moral value? 4. What part can little verses and short simple stories play in instilling wider, higher feelings? 5. Name stories which have been favorites with your child and of what value were they? 6. Should stories always have a moral value? 7. How can the imaginativeness of the child be made to redound to his advantage?

Read "Perilous Times," page 104, and a chapter in "The Children of the Future."

Paper for next session, "The Factors in Baby's Education; Those Which the Mother Can Control and Those Which She Cannot."

(Tracy's Psychology of Childhood is the chief reference book for this paper.)

Birthday Verse.

Mother } Dear, I bring to
Father } thee,
A little gift of love, you
see,
And all the love that in it is,
Is sweet,
As sweetest fragrance sent,
To greet
The morning light,
With dewy kiss
From roses bright
Like this!

How They Do Things "Down East."

"We were taking a little walk down the road after tea when E. K. came along and said he was going to the school board meeting in the school house. Asked us to come along and we went.

It was the most picturesque thing I ever saw, without exception. Backwoodsy, beyond conception. There is no way of lighting the school house—not a single lamp. But E. K. and another man had brought lanterns to walk home with and these served to light up the group of farmers who sat in the school seats in the most interesting poses. The two lanterns stood on the desks and threw great grotesque shadows of the figures on the walls back of the seats—gigantic, ghostly things that seemed to mock the men by mimicking and cariacturing all their movements. The lantern light was dim—for the lanterns were those old-fashioned things that always get sooty and have only one-half candle power—but that served to make the whole scene more picturesque. Some of the figures were completely overshadowed and were only strange, dark blotches that moved and spoke. One old man—the clerk of the board—sat in a back corner seat writing where the light struck him so his face was well illuminated and stood out warm and bright from the confused mass of dark form and shadow about him. His hair was long and white, he is a country doctor and a great man in W——ville. The windows were all wide open—the night was dark and stormy but there were bright flashes of heat lightning; and the crickets chirruped furiously as if they expected bad weather and wanted to put in their time while they had the opportunity. They chirruped unceasingly, and when there was a lull inside the school house, the chorus of the crickets floated in at the open windows like a sort of interlude.

The chairman sat in the school mistress' seat and showed a remarkable ignorance of parliamentary rules. A collector, clerk and trustees, were elected, and a little business was arranged—such as providing wood for the winter for the school. They bid for that job; and they began on $25.00; then came down to $24.75; to $24.50; to $24.25; and so on, a quarter off each time. That struck us as being very funny and we couldn't help laughing. At last only two men were left to bid; they were down to $21.50. Finally the elder of the two said "$21.25!" with a determined air, and added, "Im a poor man but not poor enough to take that job for less 'n $21.25!" The other man gave up, and the poor man had it. The trustees' report was read and there were such funny items in it; "one dollar for building fires, to John W——," etc. The men called one another by their first names—the chairman was "Andrew," somebody else was "Jim" and the collector was "Will." It was all like out of a book to me.

Some wicked, mischief-loving, great hulks of school boys came in and sat in the back seats. They tried to make a disturbance but were ignored by their "forbears."

One enterprising farmer arose and made the following startling proposition—that they should raise $5.00 toward a school library. He said that the State gave $10.00 toward any new school library, providing the district first raised $5.00. The farmers labored under the delusion that this meant text-books for such children as couldn't buy their own, but the enterprising farmer soon enlightened them. When these practical, hardworked old men to whom the plowing of a straight furrow seemed a greater merit than the being able to under tand a good book, learned that it was "just story books and novels," as they scornfully said that they were expected to raise $5.00 for—they put down their feet with one accord and said "No!" So the enterprising farmers sat down—squelched!

[Extract from a September letter of a California art student summering "down East."]

Faithfully Yours
D. R. Augsburg

Prof. D. R. Augsburg, author of "Augsburg System of Drawing," has had a wide experience as a teacher and lecturer upon his special subject. Prof. Augsburg has always held excellent positions, first in a Pennsylvania Normal School, then at Salt Lake, now a special instructor in drawing in the Oakland Schools. He was one of the officers of the Department of Drawing of the N. E. A. at Washington, and will be one of the speakers at the California Teachers' Association in Santa Rosa in December. He is a young man, full of vigor and knows both how to draw and how to teach drawing.

THE FEAR OF MAKING MISTAKES IS THE BIGGEST MISTAKE OF ALL

A COMPLETED lesson is not simply so many drawings, so many problems, so much work, but the unfolding of a human mind, and as such is interesting. A poor lesson is one shat shows little or no progress. It may be nicely drawn, there may not be a mistake in it and yet it may be poor. In fact one of the poorest lessons is a nice even monotonous, mistakeless lessons that one feels like marking with a long horizontal line.

A good lesson is one that shows good progress. There may be many mistakes, there usually are in a good lesson, but thru these very mistakes there is progress.

Don't think I want to see mistakes, no; the ideal lesson is progress without mistakes. I do not want to see you make mistakes but I do want to destroy the *fear* of making mistakes. The fear of making mistakes is a bar to progress. Often we may count in a single lesson, twenty mistakes if we count one way—the old way, but possibly if we examine more closely we will fine only one general mistake—one mistake made twenty times.

Out on this old way of counting mistakes and let us in its place count progress. Let us recognize that mistakes may be steps of progress. The curse of keeping tab on human minds is sapping the independence of our pupils. The fear of making mistakes is the biggest mistake of all.

D. R. AUGSBURG.

Oakland, Cal.

ELEMENTS OF A SUCCESSFUL TACHER.

By HARR WAGNER.

[Printed by request of the County Institute of Contra Costa County.]

By what standard shall we measure a successful teacher?

By the credentials she holds, including certificates, diplomas and letters of recommendation? No, these are efficient but not sufficient?

By her ability to hold her place year after year; and to earn the good will of her patrons? No, these are efficient but not sufficient.

By her ability to tell in Institute the excellent methods she pursues? The theories of education she holds and the aids and helps in the school room? No, these are efficient but not sufficient.

By her knowledge of pedagogy, by her insight into the deeper problems of psychology, by her experiments along the line of child study? No, these are efficient but not sufficient.

By the results as shown by her pupils on promotion, examination, and in their bearing as model boys and girls? No, this is efficient but not sufficient.

Then by what standard shall we measure the successful teacher?

Is it not sufficient to measure your success by a composite of all of these efficiencies?

The successful teacher is the well rounded out teacher, the teacher without angles, angularities, freaks, and crankiness to any large extent in any direction. The successful teacher is not one who shines in any one particular subject, but in all the various phases of school work.

A Successful Teacher Defined.

Let me define then, what constitutes a successful teacher.

One who has secured professional training in the normal school, university, or the larger college of experience; one who holds her position year after year, so that the child's life is influenced by her work; one who reads the new educational books and periodicals, and takes every opportunity to develop, and grow by constantly harvesting that which is good in the new education, and casting the chaff of the old to the winds; one whose pupils pass creditable examinations, and whose bearing as boys or girls is ideal in the charming simplicity of youth, and so that in the adolescent period there is the promise of the highest ideal of American citizenship. Such training and such results are the ultimate thule of the successful teacher.

A Continuous Mental Growth Necessary.

Therefore in order that we may have these elements we must have growth. A German philosopher has said that a woman ceases to grow when she ceases to be interesting. A true interpretation of this then would be that woman always and continually grows intellectually. That is why, I suppose, 90 per cent. of our school teachers are *not* men.

This process of growing intellectually however is not a question of sex. It is a question of nature. Growth will put upon the face of age the flower and bloom of youth, and, if you stop your intellectual growth, upon the face of age will be seen the brown leaves of decay.

Growth is everthing. Get down to the level of your boys and girls in your schoolroom if you will, but sometime during the day or in the vast silence of the night, your mind must grow in the contemplation of a blade of grass as it reveals the infinite, or watch "the immortal torches of light in the midnight sky." There must come this expansion of the intellect everyday.

It may come in the mental grasp that is necessary to consider the condition of affairs in the Arctic Circle, or at the Philipines, or along the storied Nile. Your intellectual horizon must be larger than your schoolroom. It is not you only who will benefit by your faithful obedience to this law, but pupils also.

The growth of the intellect is not co extensive with the growth of the body nor does it co-exist. Therefore there is no period in life nor condition which limits mental growth.

A Permanent Position Necessary to Obtain Good Results.

Second: No teacher can do good work who is always moving about.

There is one teacher in this State, less than forty years of age, who boasts he has taught in twelve counties. Another boasts that he has taught in thirteen districts in one county. In this case number 13 is certainly unlucky, unlucky for the district that employs him, unlucky for the children who think they are taught by him. There is life, I know, in change of air; new environment brings new vigor; one may reach the zenith of success, and then the influence for good necessarily declines; and it often happens that a change of boarding places is not only necessary to preserve one's health, but even one's appetite. I realize all this and yet I say that a teacher ought to have a pupil at least four years in order to produce permanent characteristics in the life of the child. The system of graded schools in cities where the life of a teacher in any class is limited to one year, has never resulted in capacities equal to that produced in the rural schools.

There is no excuse for changing your school and your pupils unless you are offered a higher salary elsewhere, or perhaps the trustees may fail to re-elect you. I know that such shortsightedness on the part of trustees may exist.

It is the inherent right of the child to have your personality, your methods, your ideas of right, your prejudices (if you have any), your spirit, your humanities, your high ideals, not for four months but for four year.

The Tutor the Ideal Teacher.

When a son was born to Philip of Macedon he was congratulated not so much that to him was born a son, but that he was born at a time when Aristotle could be his teacher. The princes of the world have always been educated by the one, not by the many. The American Prince needs more than a passing acquaintance with his teacher. The tutor was your noble predecessor, but he was a man who held his position for years.

The trustees owe to themselves, and you owe to the children, that you remain long enough in one school to influence the education and the intellectual fiber of the children. Of course if your character is not good and your methods bad, don't stay, the children will surely find you out at the end of the term, if not before.

At one of the large grammar schools in an important city the children are known not by their names but by their number. Shades of Socrates and shadow of Christ, what element of success can there be in the life of a teacher in school where the pupils lose their identity, like convicts in San Quentin, and Jim, and John and Tom, Mary and Sadie and Alice are only 1—2—6—9—25—13.

Appreciation of Your Own Work Necessary.

The third element of success depends upon a teacher being able to teach and being able to impress others that she is able. I know a teacher who made three failures, a triple failure (and there are others) because she was not able to impress the community with her superior abilities, and her abilities were superior. She was not able to tell the truth about herself. Her life was a living lie, which imposed on herself only. I have known flowers to grow so near the ground that they were unnoticed and yet their perfume was sweeter than that of the sunflower that smites you with its yellow audacity.

The Teacher Must Lead.

The modest teacher who takes a back seat at an institute, and is modestly afraid to tell about her work, and who never lets the parents or trustees or superintendent know about her work, is at fault. Modesty and timidity are the twin sisters of failure in school teaching.

The Anglo-Saxon people are fighters; their forehead is towards the morning sun. The teacher must lead And yet I would not have you over bold.

John Stuart Blackie was in many respects a model teacher, and yet he at one time bowed his head before his class in modest

apology. He had a rule that when a pupil wanted to speak he should raise his right hand.

A new pupil raised his left hand. Professor Blackie reproached him mildy at first but the young man repeated his offense; then Blackie became extremely severe, and the boy with faltering voice said, as he showed his empty sleeve, "But please, sir; I have lost my right arm." Then it was that Professor Blackie with tears in his eyes bravely apologized for his harsh words before the whole class.

Have a man's weakness and a woman's will, if you will, but it is a bad combination. Stand up brave and strong for everything that you feel is worthy of commendation. If you have a new method in discipline, tell it; if you have a new method in reading tell it; if you know how to make a dull boy smart, preach it from the housetops; if you have succeeded let everybody know of your success. Hide your failures as you hide your patches, but wear your success like a new suit of clothes.

Failure and poverty are two things that should not be talked about in polite society, but success is a spear of shining light that puts you in touch with the light of the stars.

Study New Things.

The fourth element of success requires a knowledge of new things.

A teacher of every new phase of education must be able to discuss vertical writing, the effect of greenboards, in place of blackboards on children's eyes, the effect of physical culture on adolescence; the value of knowledge gained thru the sensations, compared with that which is read about but not experienced; must know at what hour the child's mind is most easily fatigued; must understand the law of activity in the child's brain which leads it to reply when asked to say its prayers. "Well, mama, I didn't say my prayers night before last, nor last night, and nothin' happened, and I ain't goin' to say them to-night, and then if nothin' happens, I'm never going to say them any more."

The teacher of the new education must be able to discuss the phases of half-day sessions, of no recess, of no vacation and of a natural system of education.

Yet I do not hesitate to say that tho there are thirty universities today with departments of pedagogy and psychology, while ten years ago there were but one or two, yet there has not been a new educational creed formed. They have discovered some old truths and garmented them in new psychological clothes,

"Change never lays its hand on truth."

Yet every teacher must search for truth in its newest forms and latest manner of presentation.

The fifth element is the result in the boys and girls. No one fails of results tho every pupil may fail in examination, if the boys and girls have not the good that is then augmented by your teaching.

I remember in 1881, in a little town in Ohio, where at the poor farm an old man lay dying. I stood by his side. He had a fine face, and I thought of what a failure he had made of his life, and I asked if he had no friends and how he came to fail. A new light came into the dying man's eyes. He struggled upwards as he cried: "I have not failed, I was Garfield's teacher."

The Measure of Your Success.

Who shall measure the success of that man's teaching? And who will measure your success?

The boy who has been awakened from the stupor of stupidity by you. The girl who has found new life and new beauty in the world because of you.

The boy and girl, the two Magi of the world, they hold the magic square that reveals the measure of your success.

The west winds blow, and, singing low,
I hear the glad streams run;
The windows of my soul I throw
Wide open to the sun.

—*Whittier.*

A School Room Incident.

Because he was proud and quick-tempered, the other teachers considered him troublesome, and had little patience with him. But the new teacher recognized beneath the boy's passionate nature a warm heart, generous impulses, and the possibilities of a noble life. By litttle kindnesses she gradually won the boy's confidence. She told him frankly of the good in him and of the faults he must strive to overcome, and that she knew he could succeed.

Again and again the boy would have been discouraged but for her faith in him. For the past few weeks, however, all had gone well; his lessons were well prepared and his deportment perfect. She saw but litele of him now; occasionally she met him in the hall and paused for a word of greeting or friendly inquiry. That was all. Surely her work for him was finished.

She was thinking of this one morning as she sat alone in her recitation waiting for her class. Suddenly her happy reverie was broken by hurried footsteps in the hall. The door was burst violently open and the boy dashed into the room exclaiming, "Oh, I am expelled!"

The teacher glanced at the boy's face dark with anger, at his quivering lips and flashing eyes, and said, "I am so sorry."

At these words of sympathy the boy's face turned pale, and the tears sprang to his eyes, coming close to the desk, he said in a voice trembling with emotion:

"He the same as told me I lied, right before the school; I lost myself, answered back, and he told me to leave the school." The last word was followed by a sob and the tears unheeded rolled down his cheeks.

At this moment the steps of the approaching class were heard. The teacher spoke no word, but smiling thru her tears extended her hand. The boy grasped it saying brokenly:

"I shall never forget what you have done for me." Then turning, passed the class with a proud, defiant air.

And the teacher still had faith in him.—HATTIE MASON WILLARD.

He Knew That.

Teacher—"An island is a body of land surrounded by water. Take Cuba, for instance."

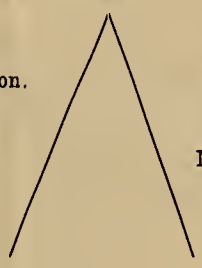
Johnnie—"You bet! that's what we'er going to do."

ENGLISH IN THE SEVENTH GRADE.

By BELLE FRAZEE—San Diego.

Scheme for teaching the story of Evangeline.

IV.	Climax.		IV.
III.	Rise or Complication.	Fall or Turn.	V.
II.	First Impulse.	Moment of Suspense.	VI.
I.	Introduction.	Catastrophe.	VII.



I.

Introduction. ..... The prelude--Anticipation of the character of the Story.

II.

PART I.

First Impulse ..... The description of the village and life of the people.
The introduction of Gabriel and Evangeline; their childlife; their courtship; the contract.
The discussion of the purpose of the ships in the harbor.

III.

Rise or Complication ..... The Bethrothal feast.
The Call to church.
The reading of the Mandate.
Death of Bendict Bellefontaine.

IV.

Climax ..... Embarking of the ships.
Separation of Evangeline and Gabriel.

V.

Fall or Turn ..... The Journey down the river.

VI.

Moment of Suspense ..... The passing of the boats in the night.
The arrival at Basil's house and finding Gabriel gone.

VII.

Catastrophe ..... Meeting of Evangeline and Gabriel.
Death of Evangeline and Gabriel.

Suggestions for the study of the poem Evangeline.

Suggestions for a Historical Study of the poem.

- As the poem is based upon historical facts relating to the early French settlements in Canada, it supplements the work of history in the seventh grade.
- To understand the attitude of the Acadians, to judge fairly of their responsibility or innocence regarding their banishment it will be necessary to know something of their character, their heredity, of the influences which moulded them.

Suggestions, etc. (Continued)

Race Characteristics based upon Heredity

- An ancestry marked by cruel persecution, unjust taxation, and ignorant religious superstition in old France gave to French Canada a class of men, lazy, indifferent, utterly devoid of patriotism or ambition, contented to remain under the government of a foreign power.
- The refusal to sign the oath of allegiance due to the influence of the priests.
- Were the English in any way justifiable in their treatment of the Acadians?

Suggestions for an Artistic Study of the poem.

1. Its value as a pastoral poem.
2. Compare with Snow Bound.
3. **Rhythm.**
   - To whom was Longfellow indebted for his metre?
   - Force of metre.
   - Its value to express the thought.
   - What the Rhythm suggests.
   - Bring in other poems of the same metre.
4. **Picturesqueness**
   - Study as a group of pictures.
   - Discuss and contrast mental pictures presented by the poem.

Bring in and discuss passages which show Longfellow's power to use nature harmoniously as a background to bring out his story.

5. **Diction.**
   - Choice of words as to beauty of sound and suggestion.
   - **Value of Words.** To suggest and name.
   - **Figures of Speech.**
     - Talked about, but not demanded as a study.
     - Study of all allusions.
6. Memorizing of favorite passages.

Suggestions for an Ethical Study of the poem.

- Dignity and beauty of labor.
- True greatness of simple living (as shown by the Acadians).
- Development of character thru suffering.

Some topics taken from the poem for discussion or compositions:

1. The Druids.
2. The Harpers.
3. The influence of human affection upon animals. Examples—Evangeline's heifer and the sheepdog.
4. Compare life on a California farm and the farm life of Acadians. Is it possible to have such peaceful, community life now? If not, why?
5. What would have been the attitude of Saxon people had they been imprisoned as the French Canadians were? Why?
6. What was the effect of sorrow on the character of Evangeline? Of Gabriel? Is there anything in the poem which would suggest that sorrow did not soften Gabriel?
7. What would have been the result had Longfellow made Evangeline and Gabriel meet on the river? Would the poem have lost or gained in value?

Purpose in teaching the poem.

1. To teach students to know and love the poem.
2. To know and appreciate the author.
3. To enlarge vocabulary.
4. To develop power of discrimination.
5. To gain in the appreciation of the good in literature.

NOTE.—For a knowledge of the persecutions of the French Peasants, read Taine's Ancient Regeme, Arthur Young's Travels in France. An interesting article on the banishment of the Acadians may be found in the November Harper of 1884.

THE USE OF ORIGINAL DOCUMENTS IN GRAMMAR GRADES,

BY ROSE V. WINTERBURN.

Captain John Smith.

I. In his history of Virginia, Captain John Smith gives the following account of his voyage from England to America:

On the 19th of December, 1606, we set sail from Blackwall, but by unprosperous winds were kept six weeks in sight of England.

We watered at the Canaries. We traded with the savages at Dominica. Three weeks we spent refreshing ourselves at the West India Isles. In Gaudaloupe we found a bath so hot, as in it we boiled pork as well as over the fire; and at a little isle called Monica, we took from the bushes with our hands, near two hogsheads full of birds in three or four hours. In [other isles], we spent some time, where, with a loathsome beast like a crocodile, called a gwayn, [iguana] tortoises, pelicans, parrots, and fishes, we daily feasted.

II. Concerning the colonists he says:

Being, for the most part, of such tender education, and small experience in martial accidents, because they found [neither] English cities, nor such fair houses, nor at their own wishes any of their accustomed dainties, with feather-beds and downy pillows, taverns and ale-houses in every breathing place, neither such plenty of gold and silver, and dissolute liberty as they expected, had little or no care of anything but to procure their means to return for England. For the country was to them a misery, a ruin, a death, a hell, and their reports here and their actions there according. * * *

There were many in Virginia so devoted to pure idleness, that though they had lived two or three years in Virginia, lordly necessity itself could not compel them to pass the peninsula or palisades of Jamestown; and those witty spirits, what would they not affirm * * * to get victual from their ships, or [from] England to get their passes. * * *

For the labor of twenty or thirty of the best only preserved * * * by their industry, the idle lives of near two hundred of the rest. * * * Notwithstanding all this, and the worst fury of the savages, the extremity of sickness, mutinies, factions, ignorances, and want of victual, in all that time I lost but seven or eight men, yet subjected the savages to our desired obedience, and received contributions from thirty-five of their kings, to protect and assist them against any that should assault them. In which order they continued true and faithful, and as subjects to his Majesty, so long after as I did govern there, until I left the country.

III. In the same history, Captain Smith relates the following about his capture by the Indians:

And now the winter approaching, the rivers became so covered with swans, geese, ducks, and cranes, that we daily feasted with good bread, Virginia peas, pumpkins, fish fowl, and divers sorts of wild beasts as fat as we could eat them; so that none of our tuftaffatty humorists [talkative people] desired to go to England. [But fault being found with Captain Smith because he was so slow in his explorations, he started to discover the head of the Chickahominy river.] The next voyage he proceeded so far, that with much labor by cutting of trees asunder, he made his passage; but, when his barge could pass no farther, he left her in a broad bay, out of danger of shot, commanding none should go ashore until his return. Himself, with two English and two savages, went up higher in a canoe; but he was not long absent. But his men went ashore, [and the Indians surprised] one George Cassen, whom they slew, and [came near] cutting off the boat and all the rest. Smith, little dreaming of that accident having got to the marshes at the river's head, twenty miles in the desert had his two men slain, as is supposed, sleeping in the canoe, while himself, by fowling sought them victuals; who finding that he was beset by two hundred savages, two of them he slew, still defending himself with the aid of a savage, his guide, whom he bound to his arms by his garters, and used him as a buckler; yet he was shot in his thigh a little, and had many arrows that stuck in his clothes, but no great hurt till at last they took him prisoner. * * * Six or seven weeks they kept him prisoner, many strange triumphs and conjurations they made of him; yet he so demeaned himself among them, that he not only diverted them from surprising the fort, but procured his own liberty.

[After being taken captive by the indians, Smith demanded to see their chief] to whom he gave a round ivory double compass-dial. Much they marvelled at it but [when he showed them all its wonders] they all stood as amazed with admiration. Notwithstanding, without an hour after, they tied him to a tree, and as many as could stand about him prepared to shoot him; but the king holding up the compass in his hand, they all laid down their bows and arrows, and in a triumphant manner led him [away], where he was after their manner kindly feasted, and well used.

[Smith was now taken to the Indian village, where the Indians danced and howled around him. Then they conducted] him to a long house, where thirty or forty tall fellows did guard him; and ere long more bread and venison was brought him than would have served twenty men. I think that his appetite was not very good at that time; what he left they put into baskets and tied over his head. About midnight, they set the meat again before him, all this time not one of them would eat a bit with him, till the next morning they brought him as much more; and then they did eat all the old, and reserved the new as they had done the other, which made him think they would fat him to eat him. [Now followed many more ceremonies, which made Smith think that the savages intended to kill him at the last.]

Having feasted him in the best barbarous fashion they could, a long consultation was held; but the conclusion was, two great stones were brought before Powhatan. Then as many as could lay hands on him, dragged him to them, and thereon laid his head; and being ready with their clubs to beat out his brains, Pocahontas, the king's dearest daughter, when no entreaty would prevail, got his head in her arms, and laid her own on his, to save him from death. Whereat the emperor [chieftan] was contented he should live to make him hatchets, and her bells, beads, and copper; for they thought him as well [skilled] in all occupations as themselves. For the king himself will make his own robes, shoes, bows, arrows, pots, plant, hunt, or do any thing so well as the rest.

Two days after, Powhatan, having disguised himself in the most fearfulest manner that he could, caused Captain Smith to be brought forth to a great house in the woods, and there, upon a mat by the fire, to be left alone. Not long after, from behind a mat that divided the house was made the dolefulest noise that he ever heard; then Powhatan, more like a devil than a man, with some two hundred more as black as himself, came unto him, and told him now they were friends, and presently he should go to Jamestown, to send him two great guns and a grindstone, for which he would give him [much land], and forever esteem him as a son. So to Jamestown with twelve guides Powhatan sent him. That night they quartered in the woods, he still expecting —as he had done all this long time of his imprisonment—every hour to be put to one death or another, for all their feasting. But Almighty God by his divine providence has mollified the hearts of these stern barbarians with compassion. The next morning betimes, they came to the fort, where Smith, having used the savages with what kindness he could, he showed Rawhunt, Powhatan's trusty servant, two [small cannon] and a mill stone, to carry Powhatan. They found them somewhat too heavy; but when they did see him discharge them, being loaded with stones, among the boughs of a great tree loaded with icicles, the ice and branches come so tumbling down, that the poor savages ran away half dead with fear. But at last we [again talked with them] and gave them such toys, and sent to Powhatan, his women and children, such presents, as gave them, in general, full content.

IV. Captain Smith also tells us in his history of Virginia of the visit of Pocahontas to London in 1617. The following is taken from his account:

During this time, the lady Rebecca, alias Pocahontas, daughter to Powhatan, by the diligent care of her husband, Master John Rolfe, and his friends, was taught to speak such English as might be well understood, well instructed in Christianity, and was become very formal and civil after our English manner. And before she arrived in London, Captain Smith made her qualities known to the Queen and her court, and wrote a little book to the Queen [about her].

V. In the last year of his life, 1631, Captain John Smith wrote the following recollections of his own life:

The wars in Europe, Asia and Africa, taught me how to subdue the wild savages of North America. * * * Having been a slave to the Turks, prisoner among the most barbarous savages; always in mutinies, wars, wants, and miseries; blown up with gunpowder; a long time prisoner among the French pirates, from whom escaping in a little boat by myself, and adrift all such a stormy night, when their ships were split, more than an hundred thousand pounds lost that we had taken at sea, and most of them drowned * * * not far from where I was driven on the shore; yet to have lived near thirty-seven years in the midst of wars, pestilence and famine, by which many an hundred thousand have died about me, and scarce five living of those who first went with me to Virginia, and see the fruits of my labor thus well begin to prosper—though I have but my labor for my pains, have I not much reason to give God thanks (for) his loving mercy to such a miserable sinner?

From a history of Virginia by William Strachey, Secretary of the Virginia colony, we have the following about the Indian children in Virginia:

To make the children hardy, in the coldest mornings they wash them in the rivers, and by paintings and ointments so tan their skins, that, after a year or two, no weather will hurt them. As also, to practise their children in the use of their bows and arrows, the mothers do not give them their breakfasts in a morning before they have hit a mark which she appoints them to shoot at; and commonly, so cunning they will have them, as throwing up in the air a piece of moss, or some such light thing the boy must with his arrow meet it in the fall, and hit it, or else he shall not have his breakfast.

The history extracts for this month, illustrative of the life of Captain John Smith, are taken from Higginson's *Book of America's Explorers.* This is a small volume, published by Longmans' Green & Co., of New York, and costing one dollar and twenty cents ($1.20.). It contains so many extracts from most delightful sources, that it should be used by every teacher of United States history.

Questions.

I. What remarkable experience did Smith's party meet on the voyage in 1606?

II. What English luxuries did the colonists miss in Virginia? What kind of life must they have lived in England? Why did they so dislike Virginia? What kind of reports did they apparently send back to England? What were they looking for in America? What opinion does Smith express about their industry? What relations were they having with the Indians? Who is meant by "his Majesty?"

III. What caused the discontented colonists to become better satisfied in Virginia? What danger was Captain Smith in on his exploring trip? Why should he command his men not to go ashore? What disadvantage was it to Smith that he knew nothing of the surprise of his men? What events of Smith's early life would teach him to use the Indian as a buckler? What was the attitude of the Indians toward Smith? Why? What feelings probably lead Powhatan to become the friend of Smith? Why did not the Indians take the "small cannon" to Powhatan?

IV. Why should Pocahontas be given the name *Lady Rebecca*?

V. In what various ways had Smith been prepared by his early life for his difficulties in Virginia?

More About Teachers' Institutes.

By CHAS. H. ALLEN.

In the preceding article reference was made to some of the mistakes that have been prevalent in the work of institutes. It is the purpose of this article to point out, in a spirit of kindness, some of these mistakes, for they are yet prevalent.

All of them, or nearly all, have arisen from a failure to recognize the distinctive difference between a teachers' institute and a teachers' association. The province of these two gatherings is, or should be, widely different, and when either one trenches much upon the ground of the other, there is a waste of energy and time.

Teachers' Associations.

A teachers' association is a voluntary gathering of teachers, wholly under their own control and management, and as they pay all the expenses and give their time, they are amendable to no outside authority nor governance. These associations have, perhaps, three objects in view; self-improvement, and slightly differing from this, self-advancement and enjoyment.

Under the head of self-improvement comes not only what can be gathered from the wisdom of others, but very often a notable gain in self-possession, and with this the ability to interest and instruct others. Many a teacher has first found his wings in addressing an association or participating in its discussions.

In this way he becomes better and more widely known, and this may minister to his self-advancement. It must not be forgotten, however, that the result may be, and often is, in the opposite direction. Teachers who participate actively in these gatherings soon strike their level, a level that is soon recognized by all, possibly, except themselves. The teacher who talks platitudes, tho he gives them as if he thought them important truths; the self-conceited teacher, who *always* does this particular way, and always meets with most wonderful success; the bookish teacher who gives Page after Page, of Payne after Payne, as well as the thoughtful, original teacher who says something new, something really valuable, all find their level, would they could all immediately recognize this.

In the way of enjoyment these associations offer much. The friendly greetings, the hearty hand-grasps, the social gatherings, all are exceedingly pleasant, and the results are almost always satisfactory.

In the District, State and National Associations the papers presented are usually published in a volume distributed to all members, and these constitute an "up-to-date" educational literature.

The Institute Proper

Teachers' Institutes are now, in most States where they are held, prescribed by law, funds provided for their maintenance, and in some of the States, as in California, teachers receive their salaries while in attendance.

This all shows that the design is that they should be places for work. This work should be such as will greatly improve the schools, and incidentally, as was stated in the previous article, arouse public interest in the schools.

Institutes are expensive. A week's institute in California costs at the minumum one thousand dollars, and at the maximum a sum that makes one almost doubt whether they pay. In estimating the expenses we must first allow for the salaries of the teachers, paid by the county; board bills and traveling expenses, with some incidentals, paid by the teachers; instructors, paid by the county; and printing, lights, fuel, etc, paid also by the county.

To make this all re-appear in the advancement of our schools requires exceedingly good management. Let us figure a little. Take the medium expense, as $1500. This is at the rate of about 50 dollars per hour; that is, an hour wasted is a loss, to those concerned, of fifty dollars. If time is wasted in an association, it is the loss solely of the teachers: in an institute the schools are the losers

There is, or should be, no time in an institute for wrangling, for namby-pamby papers or exercises, for any one to make a show of himself for his own aggrandizement. The work should be instructional—work that will almost immediately re-appear in the schools of the county. And it should be remembered that however learned or eloquent an address may be, if it does not lead to better teaching, it is foreign to the purpose of the institute.

A County Superintendent, in his visitation and inspection of his schools, should know where his schools are weakest. The institute should be made to strengthen them along these lines. Where the work is done in sections, he should prescribe the teachers for each section, and see that each has a good instructor. And the one in charge should *be* the instructor, making the section work like pedagogical work on that subject in a normal school.

This all means that the institute should be under instruction, and not conducted like a running debate.

Here, too, teachers will "find their wings." By this is meant that those qualified will, under good management, come to the front, and win recognition. I am personally acquainted with more than a score of those who are members of the faculties of Normal Schools, who were discovered, and discovered themselves in teachers' institutes.

While the day sessions of the institute should in the main be devoted to pedagogy—mostly methods of teaching, the evening sessions should be of a more general character, and the effort should be to interest the people in the work of the public schools.

It may be asked, with so large a number of our teachers graduates of Normal Schools and universities, is it necessary to continue this pedagogic instruction? The answer is, there are always a considerable number of young teachers, who need the work, and the Normal School graduates *want* it, if it is good work.

I remember at one institute I held, seeing two young men, graduates, who had come from an adjoining county to be present at the sessions. I said to them, "Why have you come to attend our institute when you have had all the work much more fully in your school course?"

They replied: "There is much of the work that we want to have recalled. We are not quite sure and ready enough."

One of these men has been a normal school professor for more than twenty years, and the other, after a successful experience in teaching, made a success as a business man. He recruited a regiment of "Rough Riders" for the war with Spain, but, I think, got no farther than Florida.

In conclusion: The real test of the value of institutes is what have they done for the schools of the county? If they are making the schools even a little better, from year to year, they should be continued, if not they should stop.

I have thus pointed out what, in my opinion instutes should be, and also called attention to the difference between institutes and associations. It is doubtful if combining the two is a good thing for the schools, tho it may aid the association very much, by helping to pay the necessary expenses, and to swell the attendance. The two, however, are so radically different that in the combination one or the other must suffer.

SCHOOL DEPARTMENT.

EDITED BY CHAS. H. ALLEN.

A Bit of Nature Study Around the Lake of the Woods.

In the Sierra Mountains, three miles north of Webber Lake, at an elevation of more than 7000 feet, nestling in a dark border of pines and firs, lies the Lake of the Woods, one of the mountain gems in which the high Sierras abound.

While spending a few days at Webber I "took a day off," to study the surroundings of this lake. As it lies some 400 feet higher than Webber, the ascent would have been somewhat wearisome had there not been so much of interest all around. Crossing a little glacial meadow, thru which trickled a tiny stream, I began the climb.

At first the pines and firs were somewhat scattering, the openings being covered with a rank growth of wyethia, the leaves of which had already, Sept. 24, been nipped by the frost, its sunflower-like blossoms being all faded and dead. Small patches of ceonothus and wild gooseberry bushes occurred at intervals, and in the moist places could be seen the milk-white-bodied quaking asp, its leaves quivering in the slightest breeze.

It is interesting to examine the structure of these leaves, discovering why they are so constantly in motion. The stems are laterally compressed, and the body of the leaf is attached to the upper side of the stem, making what in physics is called an unstable equilibrium. At a little distance these trees remind one strongly of the white birch which abounds on the margins of the Great Lakes.

A little higher, large clumps of the Douglas spruce were seen. This tree, until it reaches the height of thirty feet, is as symmetrical and far more beautiful than our imported Araucaria. It is strange that it is not seen more frequently in private grounds. Perhaps it does not take kindly to civilization.

The main forest is composed of massive sugar pines (*Pinus Lambertiana*), tamarack pines, (*Pinus contorta*) and black firs. The bodies of the firs, and many of the pines were flecked with the greenish yellow lichen, *evernia vulpina*, lighting up the dark forest with a wondrous beauty.

I noted one marked peculiarly of the tamarack pine. A large number of them are double trees, forking at a distance of from one to twelve feet from the ground; two bodies grow up, almost parallel and equal in size, to the height of from thirty to one hundred feet. In trying to account for this peculiarity the following suggested itself. The wood of these trees is quite brittle, and when by the snow or a strong wind the top of the small plant is snapped off, two ambitious limbs start out below the break, in a race to see which shall be the leader, both meeting with fair success.

The small decayed and decaying cones of this pine entirely cover the ground under the trees, showing what a struggle they make to perpetuate the species, tho I saw but few small trees of this kind. But of the other pines and firs there were thousands, varying in size from sturdy little fellows of from six to twelve inches tall, to those of from three to seven feet; all peering up toward the light, hoping sometime to become as tall and large as the surrounding trees.

It is almost a hopeless strife, for the snows here fall to the depth of twelve feet, and they are often crushed down to the ground by the great weight. I could but pity some of these, as after being bent down for six months, they started in to grow erect again.

Here also was an opportunity to study further the destructive force of the elements. Immense trees, either uprooted or snapped off like a pipe stem, ten, twelve or twenty feet from the ground, the erect stub seeming by its posture to say, "I may be broken, but I will not bow!" Occasionally a tree, furrowed from tip to butt, by a lightning-stroke attracted my notice. The furrows are from three to six inches wide and half the depth. My remembrance is that in the East a tree struck by lightning died immediately, but these live on, as if nothing had happened.

Of animal life there was little to be seen. A covey of mountain quail whirred away as I approached, a solitary grouse "boomed" from the limb of a tall fir, but sat so still that I could not find him. On many of the fallen logs could be seen the debris left by the Douglas squirrel, as he had torn the pine cones to pieces for the pine nuts.

As I sat down to rest, one of the bright little fellows flashed by me and made his zigzag way up a small pine, finally resting on a short projecting limb, where with a cock of the head and a jerk of the tail he seemed to ask, "Are you an enemy or a friend?" One must be cruel indeed who in this wilderness could attempt to harm such a beautiful creature.

Chipmunks are everywhere. But these are quite different from those whose acquaintance I made, as a boy. They are not nearly so large, are more somber in color, and do not make the chittering noise that I remember so well. All of this family make delightful pets, taming easily, and when tame take great pleasure in being petted.

The lake itself is a placid body of water of about fifteen acres too shallow ever to be a good fishing lake, as the weight of snow must press the ice close to the bottom. A half-dozen divers were sporting gracefully on its surface, and around the edges were multitudes of small, ill-smelling frogs. Its shores, covered thickly with pine needles, afford an inviting place to lie and indulge in day-dreams, while listensng to the soughing of the wind thru the lofty pines. Here I found a "moaning tree," that is, a tree leaning against another in such a way as to give out a moaning sound as the wind sways them back and forth.

On my return I followed the outlet of the lake. It is now but a tiny streamlet, but when the snows are melting it must be a roaring, rushing torrent. A fall of three or four hundred feet in less than two miles is enough to make a succession of rapids and falls that would be full of interest.

Dwarfish willows are abundant along the stream, and on the little flats were beds of unk weed, now died down for its winter's rest.

From this communion with Nature in its wilder forms I came back to Webber a wearier if not a wiser man.

Roman Stationery.

Do the boys and girls of to-day, who use "Irish linen," smooth white paper, tablets, pens of the finest make, and jet black ink, know what kind of paper and pens were in vogue nearly two thousand years ago? Let us look for a little while into the far off past, to compare the writing materials of the ancient Romans with the elegant stationery of our time, to learn on what Cæsar wrote his war-like "Commentaries," Cicero his eloquent speeches and charming letters, and Virgil his story of the trials o Æneas.

The materials used as paper were of three kinds, the rind of a plant or tree called *papyrus*, parchment made of skins, and wooden tablets covered with wax.

The papyrus plant grew in swampy places and was especially common in the valley of the Nile. The Romans called the inner rind or coat of the stem of this plant *liber*, "book." Pieces of the thin rind were wetted and then joined together; a layer of the pieces was placed on a board and a cross layer put over it, these layers were pressed together and afterwards exposed to the hot Egyptian sun. The paper was then ready for use, but when a finer style was desired, the sheet was rubbed with the tooth of some animal, which rendered it smooth and glossy,

Their sheets were about ten inches long and from three to twelve inches wide. At first an author or scribe of any kind wrote upon the sheets and pasted them together at the sides in regular order, but after a time long rolls of sheets already pasted together were sold. Sometimes a book occupied sheets pasted together which stretched fifty yards. Some rolls of papyrus sheets nearly fifty yards in length are now preserved in one or two museums in Europe.

When a book was finished a stick was fastened to the last sheet and all the sheets were rolled together in a way similar to that in which we roll our maps. The name of the book was written in red ink on a piece of papyrus which was attached to the roll. Sometimes the author's portrait was placed on the first sheet,

To give some idea of the antiquity of this kind of paper, it may be added that it was in use long before the year 484 B C.

Belonging to a period quite as ancient was the second kind of paper, that made from the skins of sheep and goats, called *membrana* parchment. The hair was taken off and the skin was made smooth by the use of pumice. A remarkable fact in connection with writing on parchment was that the ancients often used the same piece twice or even three times. They did this by rubbing or washing the writing off. Such parchment was called *palimpsest* which means "scraped again."

In 1816, a famous scholar, Niebuhr, found a manuscript containing the writings of St. Jerome. His practiced eye detected evidences of an older writing, and by the use of some chemical preparation, he brought out the work of a celebrated Roman author. Writings of well known ancient authors were found under portions of the Old Testament.

The third kind of writing material was the waxen tablet, which the Romans used for almost any purpose, but chiefly in writing letters and making notes; and which school-boys used for writing exercises or working out problems. The writer once saw a photograph of a terra-cotta figure representing a Roman lad with a tablet in hand looking mournfully upward, as if appealing to his heathem gods to help him with his knotty "sum."

The tablets were made of wood, generally beech or fir, sometimes citron wood, covered with wax There were several sizes, none of them very large, one kind called *pugillares*, small enough to be held in a partly closed hand.

The Romans took the wood, cut and polished it a little, and then smeared wax on one side. In order to prevent the wax of one piece from rubbing against that of the other when they fastened two pieces together with wire, they left a rim around the wood. The wire fastening the backs of the tablets served as a hinge.

When a writer had finished his letter, he placed the tablets together, bound them with a strong string, tied them into a knot, placed wax upon the knot and stamped it with his signet ring. Here a curious fact may be mentioned. Many of the Romans were either too lazy or else too industriously occupied in war or speech-making, to unite their own letters, so their secretaries who were nearly always slaves or freed men wrote for them, and as it was not the custom to sign names to letters, the only signature that letters had was their stamp of the signet ring.

Letters began in this way: "M. Tullius Cicero to C. Julius Cæsar, greeting." The shortest letter perhaps of ancient times was the one written by Cæsar to his lieutenant Cicero, brother of the orator, when Cicero was besieged by the Gauls. It was written in Greek, and the translation is "Cæsar to Cicero: Expect help."

Now, as you have learned what the Romans used as paper, the next matter is to tell you what kind of ink they had. When they used paper made from papyrus, they wrote with ink composed of lampblack and gum. With parchment, they used a mixture of gum and oak-galls. Sometimes they made an ink by boiling and straining the dregs of wine. It is said that occasionally they used as ink the black fluid emitted by the cuttle-fish.

That the ink was of excellent quality and very lasting we know from the fact that even to this day on certain fragments of ancient Egyptian *papyri* the writing is legible. In addition to the commonly used black ink, the Romans had red, green and purple ink. The emperors wrote their names with a costly red ink which all others were forbidden to use. There was also invisible or sympathetic ink, which would appear only when heat was applied or some chemical preparation was poured upon the paper.

A Roman author (Ovid) tells us that people occasionally wrote with fresh milk, and that the characters could be seen only when coal-dust was sprinkled upon the paper. Single and double inkstands, the latter for ink of two kinds, some round in shape, others hexagonal, with covers were found at Pompeii.

All the stationary needed by a writer has now been mentioned except the pen and pencil. With the papyrus and with parchment the pen used was called *calasnus*, a reed of nearly the same shape as our old-time quill pen. It was split like our pens, and so had the name "cloven-footed." Certain Asiatic people use this reed even now.

With the waxen tablets a sharp iron instrument called a *stilus* was in use. One end was sharpened for scratching on the wax, the other end was flat, and was used as an eraser. Erasing was performed by smoothing the wax and thus rendering it capable of receiving new impressions.

When a writer desired to draw lines on parchment, he used a leaden plummet, made out of a small round plate. This served as a pencil and ruler.

It may be interesting next to consider how the ancients sent their letters and other mail matter. There were no post-offices or post routes. Under the empire there was a system of couriers but they carried only state dispatches. When a person wrote to a friend, he had to send his letter by a special messenger or by some friend who happened to be going in the desired direction. In the former case, when a man in Rome wished to write to a friend in Greece, he had of course to pay his messenger's expenses. Naturally, therefore, only the well-to-do could afford the luxury of letter writing. Poor people wrote no letters if they had to be sent to a distance.

On the walls of a house in Pompeii, Doctor Rich tells us was found the picture of a letter folded and sealed with directions. Near this picture were representations of pens and pencils of the old times. These pictures and others found there have thrown a wonderful light upon the subject of Roman stationary.—

A. P. MONTAGUE (In Youths' Companion).

Editoral Note:—From the old *papyrus* we get our word paper, and from *liber* the word library, a collection of books. The impression of the signet ring was called the "sign manual;" and so now we say that we *sign* a paper or a letter. You perhaps know that there are some illiterate people who, even now, sign legal papers by making their mark thus: His (X) Mark.

Tehama County.

Almost all the schools re-opened during the first weeks of September, C. C. Swafford is again principal of the Red Bluff Union High School. His assistants are F. P. Johnson and Grace L. Henley. Principal G. K. Bingham enters upon his eleventh year in the Red Bluff Grammar School, R. L. Douglas is vice. Corning retains Principal A. W. Glover for another year, the remainder of the corps is new.

O. E. Graves who has efficiently filled the office of superintendent is again a candidate. We trust he will be re-elected. Under his supervision the schools of the county have forged to the front. Miss Mollie Owens is his opponent. Miss Lena K. Nangle is again at Proberta where she has taught for the past four or five years.

Miss Rose Lowrey one of our well-known teachers was married during the summer to Geo. B. Champlin Jr. of Tehama, Miss Maud Bond became Mrs. Taft.

Ex-superintendent L. W. Valentine is a candidate for county assessor.

Ex-superintendent Myron Yager owns a nice homo near Manton and teaches school in the Pine Grove District near his place.

Ex-superintendent Belle Miller taught during the summer at Cascade where she has held forth for several years.

Mrs. Robert Burgess, formerly Miss Dora Gilmore and one of our best teachers, died during the summer of a lingering disease. She had been married but a year or two.

A commercial course has been added to the High School of Red Bluff.

J. D. Sweeney began his eleventh term as principal of Tehama on September 19th, Miss Virginia De Shields has taught eight years in the same school. Miss Belle Mathews also teaches there again.

Frank Houghton, present assemblyman, and candidate for State Treasurer on the Populist ticket, is clerk of Burton District.

A. J. Chittenden formerly County Treasurer, now an aspirant for Assessor is clerk in Independent District.

R. H. Blossom, the well-known farmer, is President of the Board of High School Trustees of Red Bluff.

With such men as the above taking an interest in our schools success is assured.

Del Norte County.

Situated as it is, in the extreme northwestern corner of the State, Del Norte County is comparatively unknown as an educational factor. During the past four years we have had the pleasure of quite an extended acquaintance with Supt, Leishman and from him we have learned that his county is rapidly coming to the front educationally. Here was organized the first County High School under the McGowan Act and now the school is occupying a new and commodious building in Crescent City. Supt. Leishman and his County Board of Education feel that they are very much hedged in formulating a Curriculum for the high school as owing to the small attendance of pupils desiring preparation for matriculation to the State University or for a professional life, the school is in great danger of lapsing. The years course has been much changed to meet the conditions and in all probability the course will every year be made of a more commercial nature that in the past.

The Course of Study for the Primary and Grammar Schools shows a marked improvement during the past four years, and the corps of teachers is the equal of any in the State and is largely made up of home talent who have received their training under home teachers. Notwithstanding the distance from the normal schools, three young lady graduates of the high school have been attending the San Jose Normal and before long many of the positions in Del Norte County will be filled by professionally trained teachers who have received their ducation in Del Norte County.

Department of Supervision

Items of Interest for Trustees, Parents and Teachers.

State Board of Education.

JAMES H. BUDD.....Governor, Sacramento. President of the Board.
CHAS. T. MEREDITH .....Supt. Pub. Instruction, Sac. Secretary of the Board
A. H. RANDALL, ...Pres. State Normal School, San Jose.
E. T. PIERCE...Pres. State Normal School, Los Angeles.
C. M. RITTER.....Pres. State Normal School, Chico.
MARTIN KELLOGG, Pres. University of Cal., Berkeley
ELMER E. BROWN.....University of Cal., Berkeley. Professor of Pedagogy.
SAM'L T. BLACK'..Pres. San Diego Normal School.

SACRAMENTO, Sept. 26, 1898.

To the Superintendents and other Officers of the Public Schools of California:

By the appointment of the Governor of the State, I have been designated to fill out the unexpired term of Hon. Samuel T. Black, the late Superintendent of Public Instruction, who has resigned this office in order to take the Presidency of the Normal School at San Diego.

In assuming the duties of the office, I wish to assure all that during my incumbency, especial pains will be taken to give satisfaction to every one, and to maintain the high reputation that this office has always had for courtesy and diligence.

It will give me pleasure to visit any schools that may be in need of inspection; to attend any Institutes that may hold session before the expiration of my term; and to look after any and all other interests that may increase the efficiency of the schools of the State.

Sincerely yours;
CHARLES T. MEREDITH
State Superintendent Public Instruction.

A meeting of the State Board of Education was held in the the office of the Superintendent of Public Instruction Saturday, Sept. 11, there being present State Supt. Samuel T. Black, Professor C. M. Ritter, President of the Chico Normal School; Professor A.H.Randall, President of the San Jose Normal School; Professor Martin E.Kellogg, President of the State University; and Elmer E. Brown, Professor of Pedagogy, also of the State University.

Text-book Sales.

Secretary Black handed in the following report, which was approved:

Gentlemen: I was directed at the last meeting of your honorable body to request Charles H. Keyes to foward the manuscript of the Advanced History of the United States at once.

In response to my letter to Mr. Keyes, I received the said manuscript on or about May 25th, and immediately forwarded it to President Kellogg, Chairman of the committee to secure expert opinion on said manuscript.

The number of text-books sold since January 1, 1898, is as follows:

61 old first readers	$4	65
90 old second readers	9	90
83 old third readers	17	82
2,884 revised first readers	3,661	44
6,826 revised second readers	4,711	28
10,337 revised third readers	4,548	25
9,633 revised fourth readers	5,105	49
3,341 spellers	2,585	25
5,722 primary number lessons	1,544	40
80,981 advanced arithmetic	4,192	02
7,999 lessons in language	1,999	75
12,822 revised English grammars	6,026	34
4,312 United States history	3,018	40
9,126 Elementary geography	4,653	00
6,814 advanced gegraphy	6,950	28
2,632 physiology	1,316	00
2,293 civil government	1,054	78
Total	$51,309	08

I also hand herewith the State Printer's statement of the number of text-booke on hand September 1, 1898, as follows:

First reader (revised)	26,938
Second reader (revised)	3,716
Third reader (revised)	7,764
Fourth reader (revised)	13,004
Speller	4,499
Primary number lessons	8,713
Advanced Arithmetic	13,414
Lessons in language	2,771
Grammars (revised)	16,557
History	5,182
Elementary geography	21,350
Advanced geography	14,564
Physiology	10,288
Civil Government	14,685
Firet Reader (old)	650
Second reader (old)	7.924
Third reader (old)	2 843
Grammar(old)	7,550

New United States History.

The committee appointed to secure the services of an expert to examine the manuscript of the United States History being prepared by Professor Keyes reported as follows:

"We have secured for the purpose named Dr. Kendrick C. Babcock of the University of California, and Mrs. Rose V. Winterburn of the Stockton public schools. Dr. Babcock has completed his part of the examination and has presented us with his report. Mrs. Winterburn has made a good beginning upon her part, and expects to bring it to completion in about two weeks. She has presented us with a brief report of progress.

"We would recommend that Dr. Babcock be paid for his services the sum of $150 from the amount appropriated for the purpose."

On motion of Superintendent Black, the report was accepted, and Dr. Babcock was ordered paid.

Action Deferred.

The Committee on Credentials for diplomas reported recommending that in the cases of Jessie A. Chandles, Lydia Chandles Steves and Minnie E. Alderson, applicants for life diplomas of the grammar-school grade, and of Philip M. Condit, for educational diploma, high school grade, action be deferred upon granting said diplomas, and that in the case of Annie Vogeli, an applicant for life diploma, high school grade, action be deferred and the Secretary of the State Board correspond with Miss Vogeli and obtain the course of study of Amador County relative to high school work. The report was adopted.

Diplomas Granted.

The committee further reported recommending the granting of diplomae to the following persons, and the report was accepted and the diplomas granted accordingly:

Normal Documents—Mary A. Backer, Viola Backus, Franklin K. Barthel, Juliette A.Burns Grace A. Conaway, George D. Culver, Alvena E. Decoto, Blanche A. Emery, Nellie D. Foss, Jean F. Graham, Catherine L. Gray, Florence G. Hammond, Carrie E. Heil, Walter B. Hill Mary C. Holburn, Benjamin F. Hudspeth, Mary B. Killefer, Clara A. Laughlin, Alice Ledgerwood, Annie Lowry, Ellen A. Lynch, Sarah A. Mitchell, William Mitchell, Flora R. McIsaac, Lola D. McLellan, Marion A. Orcutt Mrs. F. Viola Huff Pann, Mary Louise Parry, Sophronia H. Peckham, Louise Pfau, Mary V. Reager, Hazel W. Salmons, Genevieve Savage, Ludena Sayre, Cora M. Slater, Rosa B. Smith, Flora E. Stewart, Fred H. Tebbe, Rachel H. Tuck, Mrs. Elsie D. Cutter Tweedy, Annie J. Welch, Ella Wood, Lulu G. Wood, Katherine L. Woodford.

Life Diplomas of the high school grade—Lewis B. Avery, Lucullus K. Grimm, Blanche E. Leviele, George E. Morrill, Mary Polk, Frank S. Reager, Jessie Smith, Andrew Sorensen, Annie Stewart, Charles E. Taylor, Minnie A. Taylor, Irving Townsend, George H. Stout, Thomas Downey, Paul G. Ward.

New issue life diplomas granted on old diplomas, which were granted on county recommendation—Helen Armbruster, Mary J. Canham, Mary E. Carson, Margaret B. Curry, Eulalia A. Day, Mary Magoer, John W. Martin, Lizzie Matthews, Marguerite Moore, Bell McNicoll, Angus McPhee, Harriet A. Spalding Hattie E. Whirlow, Jennie H. White, Jennie V. Clyborne.

Educational diplomas of the high school grade—Warren Loree, Wilbur James Mac Neil, Wm. W. Payne, Geo. H. Rhodes, Robert C. Root, Clyde Gibson.

Life diplomas of the grammar school grade—Agnes J. Ahern, Amy C. Algeo, Ida F. Anderson, Mrs. J. S. Babson, Emma Badgley, Mabel Baker, Naomi D. Baker, Sarah M. Baker, Lew Ball, Jennie A. Beardsley, Margaret Ellen Bertrand, Mary M. Bevans, Lena Booth Mollie I. Brewer, Mrs. Josie S. Broadhurst, Annie S. Brogan, Mrs. Minnie R. Browne, William J. Burns, Laura J. Campbell, Bella Casein, Lilly Casady, William H. Castle, Mrs. Ianthe A. Cooke, J. H. Creighton, Althea S. Corey, Lillie M. Crowell, Alice S. Culverwell, Mary J. Dolan, May Donovon, John W. Duncan. Stella Finkeldey, Dessie M. Frye, Adele M. Goodrich, Janie Hall, Carolyn L. Hankins Josephine Harrigan, Augusta Wright Hobe, Florence E. Hoge, Edwin Early Howard, Marguerite Howard, Mrs. Robert I. Irons, Sophia F. Jones. Anna Keagle, Neva Lane, Emma F. Leibold, Agnes Leland, Joseph Baker Lent, Anne E. Lewis, Eda Loomis, Annie Lyon, E. N. Mabrey, Edmund T. Manwell, Clara L. Martin, M. R. Miller, Mrs. Laura M. Miller, Maggie Monahan, Minnie A. Monahan, John B. Monlux, Sarah F. Mount, Annie F. McCauley, Jean McDaniel, Sadie M. McDermit, Jennie McDonald, Kate McLaughlin, Ellen H. Neylan, Edward B. Oakley, Theresa Margaret Otto, Mrs. Ella Palmer, Luella Palmer, Harriet I. Patterson, Sylvester E. Payne, Lois A. Peckham, Augustus S. Perkins, Abbie F. Phillips. Albert Howe Pierce, E. W. Pinkley, Margaret Isabel Poore. Sadie Purcell, Marion Race, Oren Nelson Raney, Minerva Etta Reed, Myrtle M. Riddle, Julia E. Rix, Nellie Rogers, George L. Sackett, Martin E. Sayre, Alice Schendel, Nora Scott, Jonas Soldner, Lily Irwin Squires, Bertrand R. Stevens, Fannie Keith Thomas, Nettie A. Thompson, B. M. Trautwine, Mrs. Maggie McC. Trowbridge, Amanda Van Orden, Minnie L. Wagner, Gertrude Wheeler, Kate Whyte, Belle Wilkins, Florence A. Williams, Clarence A Winchester, Adelia A. Witt.

Educational dipomas of the grammar school grade—Minnie Adams, Belle Alexander, Oba. C. Algeo, Augusta F. Anderson, Mrs. Maggie Anderson, Edna L. Allen, W. E. Bacon, Helen Markell Baer, Lulu Claire Bahr, Mrs. C. F. Bartlett, Nellie M. Beirnes, Alice H. Blanchard, Winnie L. Blakemore, Josephine Rebecca Boyle, Margaret C. Burke, Lilian E. Boynton Mary E. Burke, Mary Fahy Burke, Alice G. Byrne, Elizabeth Cable, Marion Judson, Cheatham, Jane D. Christiansen, Mrs. Susan R. Codd, Nettie L. Craighan, William P. Cramsie, Edson N. Cuddeback, Zora De Witt, Kittie E. Dexter, Ella G. Dohn, Will A. Dower, Mabel V. Duden, Daniel Cromwell Farnham, Hilda Fleming, Edward A. Freeland, Carrie J. Garsey, Florence Glennan, Catherine E. Gloster, Jean F. Graham, Maud M. Green, Rosa Hall, Floy Hardy, Magdalena Hetzer, Lottie E. Hiett, Clara Hogan. Edward B. Homer, Charles C. Hughes, Frank Hulbert, Nellie Hunsaker, Josie H. Inglis, Anna C. Jewett, Adella M. Keeler, Josie T. Kenny, Lulu Lewis, Mabel Lincoln, Nellie Marcus, Mamie Meinecke, Mathilde Meysan, Freda Youde Miller, Walter S. Moore, Virginia Moriarty, May E. McDougald, Arthur I. McSorley, Lena K. Nangle, Annie W. Neff, E. M. Nuckolls, Maria Nolan, Agnes, C. O'Connell, Margaret M. O'Rourke, Rosa G. Papina, Mrs. C. A. Perkins, Margaret Pope, Mary Purdy, Esther Rhine, Jennie Richards, I. E. Rollins, Eva Roseberry, Agnes Sehultz, Luella Smith, Margarot E. Smith, Sara L. Smith, Matilda Thronsen, Gertrude E. Treanor, Ella Maud Truscott, R. Izer Turner, Edward Wall, Winifred Wear, John H. Willms, May E. Wolf, Sophia R. Wurst, Gertrude H. Yager.

WESTERN SCHOOL NEWS.

Miss Mary F. Ledyard of San Jose has been elected supervisor of the Los Angeles Kindergarten System.

The Art Building at Stanford, donated by Mrs. Barron will be quite an addition to the handsome buildings at the University.

Edgar E. Muller of San Diego, resigned because of a cut in salary, and has accepted the principalship of the Honcut school in Butte County.

Rice S. Eubank, who has been Instructor of the Natural Sciences in the Normal, Ashland, Oregon, has been engaged as Professor of Latin and Greek in the University of Minneapolis, Minn. His position in Ashland will be filled by his wife.

Mr. G. H. Boke principal of the San Rafael High School has resigned to accept a fellowship in Jurisprudence in Harvard University, where he will study for several years. Mr. R C. Bentley will be his successor, Mr. Bentley taught at Martinez last year in a private High School.

S. E. Coleman of State University '96 has been appointed to the position of professor of mathematics in the Los Angeles High School. He is a graduate of the Los Angeles Normal School as well as of the State University. He also spent two years in post-graduate studies at Harvard, and for a time taught physics in the Oakland High School.

Edmond S. Meany, a member of the American Historical Association, was elected to the chair of history in the University of Washington September 14. There were seventy-seven candidates. Mr. Meany is a nephew of Anthony J. Meany, who was a State Senator and for many years Sheriff of Marin county, Cal. Mrs. M. A. Meany, the mother of the successful professor, is visiting her father, Alexander English, at Santa Cruz.

The free text-book system will be inaugurated in all the public schools of the city when they open for the winter term, Monday the 12th. At the school election held last fall the voters of the city by a large majority, decided that they wanted free books and supplies, and the school board has completed arrangements for carrying the system into operation with the commencement of the school.—*Washington Spokesmen Review, Sept. 1.*

Miss Helen Ballard of the State University class of '94, has been appointed to take charge of the English grades in all the city schools of San Diego below the High School. This making of the study and teaching of English in these lower grades a matter of special research will be considered a post-graduate course for the young lady. The proceeding is an entirely new one for the University and for the schools of the State. It is a step toward the more systematic study of English in the high schools the theory having been first adopted last year at the State Normal School in Chicago that the study of English must begin in the primary grades. Miss Ballard is the author of "The Love of a Fool," a story in the *Century Magazine* for May.

Pres. Jordan of Stanford will deliver an address at the inauguration of Pres. Graves of the University of Washington, Nov. 10th.

F. H. Turner of Sierra, Supt. of Schools, gives notice that a Teachers' Institute will be held in Downieville, Oct. 25th, 26th and 27th.

Supt. Gregory of Jacksonville, Oregon, reports the following visit to a model school:

"A visit to the school in District No. 19, Antelope Creek, was very much enjoyed, and gave opportunity of observing a number of indications that point to a successful term of school. Pupils on the playground were well behaved and enjoyed their games heartily, without any rudeness. When school called there was instant and willing obedience to the summons. In the school room, during the study period, the pupils were at their work, and in the recitation there was earnestness. The general exercises at the opening of the morning session were well calculated to arouse interest and at the same time impart practical information. Pupils and teacher seemed to be in sympathy with each other and ready to work together."

Supt. Perham of Berkeley, in his annual report, makes the following interesting comments:

"Under the supervision of the Pedagogical Department of the University of California, about twenty students have assisted in the instruction of the primary and grammar grades. This work proved in most cases very satisfactory and gave the teachers some needed relief. The plan will be continued the coming year, wherever arrangements can be made for class rooms. It is hoped to make it specially effective in helping teachers who have large classes or where there are children who need individual attention in some one line of work.

"About forty teachers' meetings have been held during the year and thru them much has been done to unify the work in the various grades, to bring about unity of action and a closer bond of fellowship. Besides the regular meetings there have been frequent meetings of the teachers called for the purpose of consultation and advice.

"The superintendent has made over six hundred visits to the various class rooms and has tried to keep in touch with every phase of the school work from the first grade thru the high school. This has been a period of transition and has had its trials and vexations for all concerned. This period is now closed and we can look forward to happy results in the year to come. I wish to thank the teachers for the spirit of loyalty they have manifested and the zeal and efficiency with which they have labored. I wish to thank the Board of Education for the many favors received and for the hearty support accorded me as your executive officer."

The Port Townsend *Leader* thus writes of some people the readers of the JOURNAL know:

"Hon. F. J. Browne, State Superintendent, is known to all in Port Townsend, and all feel a just pride in the fact that he, who is at the head of educational affairs in Washington, was for years a resident of this city.

"Mrs. Carrie Shaw Rice, the only woman who has ever been on the Washington State Board of Education, will be here the entire session. Beautiful in person and charming in manner, she cannot fail to please any audience.

"Prof. Alex. B. Coffey, of San Francisco, the newly elected Professor of Pedagogy in the State University of Washington, will be here all the time of the institute.

"John L. Tait, Pierce County Superintendent, and A. C. Jones, Professor of Philosophy, President of Vashon College, will be here the entire session."

Miss Minnie Coulter, a graduate of Stanford, 1898, is a candidate for superintendent of schools of Sonoma County on the Democratic ticket.

A new high school has been established at Fowler. Prof. Hamilton Wallace, the well-know educator will probably be the principal of the new school.

Among Stanford people who will be absent this year are Professors W. H. Hudson, E. H. Griggs, J. M. Stillman, C. N. Little, A. B. Clark E. E. Farmer, A. W. Smith and M. R. Smith.

Supt. Hart of Polk County, Oregon, held his annual institute at Dallas. Supt. of Public Schools, J. H. Ackerman, one of the most successful institute conductors in the West was among the instructors present.

The resignation of President Martin Kellogg of the University of California was received by the regents during the past month. Dr. Kellogg will remain at the head of the institution until charter day. His career as educator and citizen has been full of honor and unsefulness. An article on his life and work will appear in later issue of the JOURNAL.

Supt. F. P. Davidson, of the City of San Diego, in beginning the work of the schools, addressed the teachers as follows:

"I trust the vacation has brought for you the needed rest you deserve. I hope you feel physically able for the duties that lie before you, and that the most efficient work of your lives is just ahead of you.

"In this line, let me suggest that while the vacation is the particular time for restoring our energies, it should not be the only time. Regular, systematic efforts should be made by every teacher of youth, to keep strong and vigorous, bodily; for only in this condition are we fit to cope with the arduous work of our profession. Especially from the standpoint of the child, it is important that we be not lacking in physical energy. I am fully persuaded, from observation and from experience that the larger proportion of the difficulties and discouragements, that see to overtake us can be traced to a torpid liver, or other like malady, rather than to other causes.

"A distinguished teacher once told me that his attention was called to this matter very strikingly in this way: He had flogged a boy most unmercifully just at close of school. The boy took it kindly and remarked on leaving school to some of his companions, that he did not feel angry with his teacher, because it was his day for having the ague.

"Let us avoid, as far as possible, the ague days in our schools. When we are physically well, we see things differently, we look thru different glasses; our mental grasp is clearer. To teach well, we must be well.

"Of course, I do not wish to be understood as placing a low estimate on all the other good qualities requisite for a teacher's success. Thoro intellectual preparation, student habits, cultivation in its broad sense—all are necessary, and all these, I am sure, you personally possess in goodly measure and will strive to possess in still greater measure; but I must insist, that with all our careful habits, we still often fail in getting the best results for reasons which I have stated.

"I hope, therefore, in my visits among you, to find cheerful teachers. Moroseness and despondency have no place in the school room. 'Give me, O give me the man who sings at his work. He will do more in the same time; he will do it better,' says Dickens.

"To this end, I hope to contribute all in my power toward making your work pleasant; and I trust that the continued sunshine with which we are surrounded, in our lovely home by the sea, will not be all on the outside; but will pervade our school rooms to the contentment and happiness of all, as far as it is possible."

A short time ago Chas. Edwin Marham, poet, scholar and principal of the Tompkins School, married the talented, Miss Annie Murphy, writer, teacher and associate editor of a number of the State Series text-book. Now again we chronicle the wedding of Frederic Burk, Superintendent of Santa Barbara schools, formerly of Clark University, to the charming daughter of Rev. M. Frear of Oakland, California. We once offered a cook book as a premium to any of our subscribers that should have the temerity to get married. But it would be an intrusion to send so common an article to Professor Burk who revels in psycology. So we send a late copy of the *New England Journal of Education* wherin Winship calls him General Burk the Cervera of the American School System, that the *Atlantic* (the magazine) had bottled up.

Prof. Hieronymous, who last year was connected with the Los Angeles Normal school, was in town yesterday in the interest of what he terms an educational "extension" work. It is to be modeled after the university extension work of the University of Chicago, but instead of confining it to one school as is the case there, here the several schools that stand for higher education in Southern California will be back of the movement. These schools are Throop Polytechnic Institute, Los Angeles Normal school, University of Southern California and Claremont College.

Briefly stated, the plan is for the benefit of those who wish to take advanced work but who cannot attend school. Lectures will he given by educators of the highest rank and the work will be carried on in all the principal towns of Southern California, from Santa Barbara to San Diego. It is proposed to bring lecturers from the principal educational institutions of the East and the instruction given will be of the highest grade. Prof. Hieronymous will this year give his entire attention to this work.

Regent J. B. Reinstein of the University of California is in Europe in connection with the Phœbe Hearst architectural plan. He is at Antwerp, Belgium, where all interest just now centers on the part of those who look forward to the time when the col.ege buildings at Berkeley shall be the grandest which the best architects in the world can devise. The committee who decide the awards is most unique in character—four of the most eminent architects of modern times assembling in a European capital to pass upon the plans which are to make the State University of California a monument of architecture. Its personnel will consist of R. Norman Shaw of London, J. L. Pascal of Paris, Paul Wallott of Dresden, and Walter Cook of New York. This body of men, assisted by Regent Reinstein and B. R. Maybeck of Berkeley, examined on Sept. 29th the designs sent in for the preliminary contest. No expense whatever will be spared by Mrs. Phœbe Hearst in this final contest. Altho the details have not yet been arranged, it is understood that thru Mrs. Hearst's generosity each of the ten architects selected from the preliminary competition will be invited to Berkeley for a more detailed study of the university site. The final contest will close early in May.

A man, not a grammarian relates the following incident:

"One lady that I knew, whilst busy at her toilet, felt something crawling on her shoulder. She screamed and called her husbaed, and he had just time to knock the centipede off before biting her in the neck."

G. Stanley Hall, the president of Clark University will be the drawing card at the next California Teachers' Association. The executive committee are making active preparations for the Santa Rosa meeting. It is the intention to make the meeting scintillate with scholarly brilliance.

San Luis Obispo Notes.

Supt. Messer was defeated for re-nomination by A. F. Parsons, who is the Republican candidate for Superintendent of Schools. Miss Spafford beat ex-Superintendent Armstrong in the Democratic Convention by one vote.

Hon. Edward L. Hutchinson, once a prominent teacher in Los Angeles city and county, accompanied by Judge James G. Maguire, also once a teacher, were in San Luis Obispo on the 19th and 20th, renewing old acquaintances. As speakers, Judge Maguire and Mr. Hutchinson demonstrated to what climax of eloquence teachers may aspire and even reach the honored position of Governor and Lieutenant Governor.

Mr. Thomas P. Brown, eldest son of the late LeRoy D. Brown, who graduated from Santa Monica High School, and the Normal Department of Nevada State University, has engaged as Principal of Verdi public school of Nevada.

The examination of pupils for promotion below the eighth year is meeting with great disfavor in some places. Tax-payers complain of the additional expense to the county. These examinations are conducted by the County Board of Education. Notwithstanding many oral objections, our popular county board show no immediate signs of discontinuing the practice establishes under Mr. Messer's administration of school affairs.

Dr. Warren B. Brown, junior student at Stanford University, has been re-omployed at Cuesta, near San Luis Obispo, for the entire year, for three consecutive years, raising the standard of the school. His long experience and up-to-date work wins him favor and popularity wherever he goes.

Prof. Pitcher, who is engaged upon work here as Principal of the San Luis Obispo High Schooi, is a graduate of the University of California. He made a good record in Los Angeles County, and is giving excellent satisfaction to trustees and patrons here.

W.

LITERARY NOTES.

Handbook of Nature Study. By D. Lange. The Macmillan Co., New York. 329 pp. Price $1.

The author urges teachers to follow his plan and "attend nature's own school in fields and forests, and at lakes and streams." He has gathered his subject matter, in groups of natural associates, out of doors. By this method a great variety is given to the lessons, altho they follow naturally upon each other. The variety keeps interest from flagging, and the natural association of the subjects continues the thread of interest without a break. Special attention is given the early lessons "about home" to simple garden work and its elementary philosophy. In the next section the nature study is of life by pond, lake and stream. This is followed by a study of the geological action of water in a gulch, ditch, or washout. The lessons in the volume are designed to cover a course of three years, and are specially commended for ungraded work in country schools for children from eight to eighteen years of age. Some idea of the scope of the work will be gathered from the fact that the last section deals with "Animate and Inanimate Nature; plants, animals and man in their relation to one another." The book is carefully and excellently illustrated thruout.

Nature Study Reading, Vol. II. Harold's Rambles. By J. W. Trœger, A. M., B. S. Appleton & Co. 40 cents.

Intended for supplementary home reading for pupils in their fourth year. The book describes walks taken by Harold, and his observations. It is profusely and beautifully illustrated.

The Hiawatha Primer. By Florence Holbrook. Houghton Mifflin & Co., Boston. 40 cents.

This beautiful volume is a new departure in educational text-books. In the words of the publishers, "it assumes that the object of learning to read is to acquire the ability to read when young the writings of the best authors." It is the result of Miss Holbrook's work in her Forestville School at Chicago, and combines all the desirable qualities of a reading primer, with those of the most delightful story-book ever given to a child. The illustrations are in themselves well worth the price of the whole book. Nothing so artistic and yet so thoroly adapted to its purpose has been put into the hands of teachers for many a day. There is no doubt that all progressive educators will welcome and use this book, for its system is the result of a thoro understanding of the needs and capacities of children. It is a first book in reading and yet contrives to give its young readers a glimpse of the fairyland of literature. The publisher's name is sufficient guarantee of perfection in the material part of the work.

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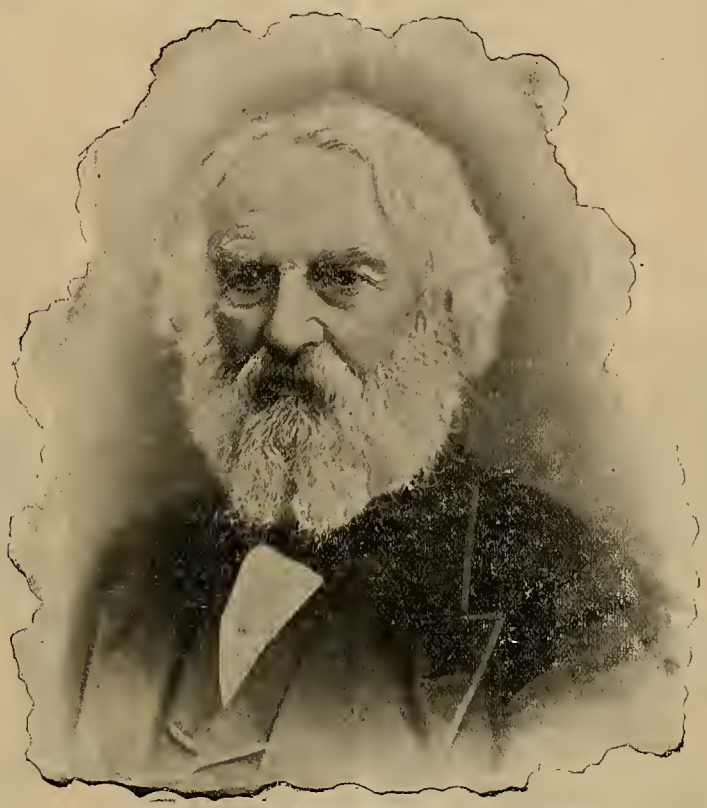

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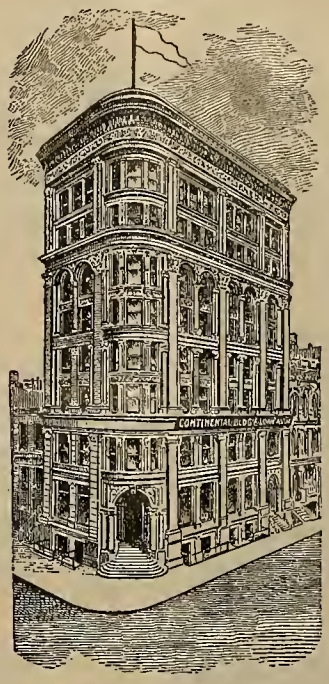

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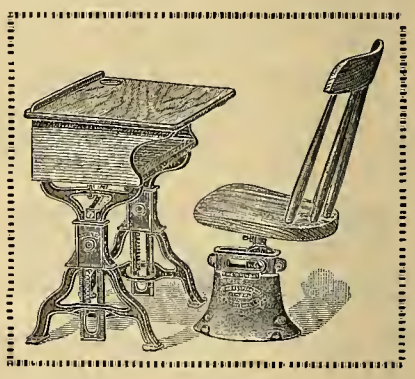

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Prof. Ellwood P. Cubberley On Our Public Schools.

The controverey on the public schools in Oakland, brought out many valuable ideas on education. The following extracts from a letter of Prof. Cubberley, will prove of interest to our readers.

"The main reason why so many pupils leave before they complete the work of the schools is that they are compelled to go to work, and cannot continue in school because they have not the means to purchase freedom from work.

"Another reason is that the parents of many children, particularly boys, permit them to drop out of school and loaf about the streets, the railways, and the water front, and the school authorities have no compulsory education law to compel their parents to send them to school, and thus prevent ignorance and vice. Neither is there any law by which truant and incorrigible schools may be established and maintained in cities, or even if established and maintained, there is no law by which any pupil could be required to attend such a school. As a result of this the school authorities must stand by and see a class brought up in ignorance and vice, and remain powerless to do anything to prevent it. The remedy lies in a strong compulsory education law, a law that will be constitutional, and one that will require all children to attend school, provide for truant officers to enforce the law, for special schools for the confirmed truant and the criminal, and also provide means for maintaining such schools and enforcing such a law.

"Another reason why many boys and girls do not attend our High Schools is that they do not care for the literary nr scientific courses. To meet the needs of these classes we should establish strong technical High Schools, schools which shall provide instruction in mathematics, science, history, English, mechanical drawing, and tool work in wood, iron, brass and steel, for the boys, with the same line of work for the girls, except that cooking, sewing, wood carving and art instruction be substituted for the tool work of the boys. Wherever in the United States these schools have been opened they have been filled from the first, without in any way detracting from the regular culture High School. The effect of such instruction upon the thought and work of the laboring classes of America is enormous, and cannot help but be of the greatest value in the elevation of our national life.

"We cannot put fifty or sixty pupils to the teacher and expect any good results. No teacher ever should be expected to teach more than forty pupils, and in the the first primary grade there should never be over thirty or at most, thirty-five."

Yours very truly,
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THE WESTERN JOURNAL OF EDUCATION

NEW SERIES—VOLUME III
OLD SERIES.—GOLDEN ERA—VOL. XLIII.

SAN FRANCISCO, NOVEMBER, 1898.

NUMBER 11
ESTABLISHED 1852

Publisher's Notice.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage and good will of the Golden Era, established in San Francisco in 1852.

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Entered at the San Francisco Post Office as second-class mail matter.

The Official Organ of the Department of Public Instruction of the State of California.

The December Journal.

About Dec. 1, 1898, we will issue a special edition of the WESTERN JOURNAL OF EDUCATION. It will surpass in illustration, in large and varied table of contents, and in general actractiveness any previous issue of the kind. It will be our Christmas gift to our readers. Extra copies must be ordered in advance, for the issue will be limited.

How to Spell.

A committee of the N. E. A., consisting of Wm. T. Harris, F. Louis Soldan and T. M. Balliet, reported on the following list of words with simplified spelling which were adopted for use in all publications of the N. E. A. Program—(programme); tho—(though); altho—(although); thoro—(thorough); thorofare—(thoroughfore); thru—(through); thruout—(throughout); catalog—(catalogue); prolog—(prologue); decalog—(decalogue); demagog—(demagogue); pedagog—(pedagogue).

To Superintendent of Public Instruction, T. J, Kirk, greeting.

* *

The poor old sixth amendment. It was abused without mercy by every institute in the State.

* *

Do not forget the State Association at Santa Rosa. The December number of the JOURNAL will tell you all about the meeting.

* *

The Northern Teachers' Association will meet at Chico, December 1st and 2nd. President C. M. Ritter has provided an excellent program.

* *

State Superintendent of Public Instruction C. T. Meredith in an address to parents in Siskiyou County uttered his protest against the introduction of the modern "coon songs" into the schools or the homes of California, and paid just tribute to the Old Kentucky Home, Suwanee River, etc.

Mark Twain once remarked that if fish were good brain food then some people ought to eat whales. This does not apply to the dull boy.

* *

Be sure to get the December number of the JOURNAL. It will be, speaking modestly a delight, a pleasure, a tribute to the educational forces of the greater west.

* *

The Philosophical Union of Berkeley has selected John Dewey of the Chicago University, author of several works on psychology as the speaker at the next annual meeting.

* *

G. Stanley Hall the great leader of educational thought along the lines of experimental psychology will be the star attraction at the San Joaquin Valley and the California Teachers' Association.

* *

Mrs. Kate Donnelly of Plumas County, after serving as Superintendent for seven years retires at the close of the present term. Her farewell address to the teachers for beauty of diction, for deep sympathy, and high and ennobling sentiment has seldom been equalled.

* *

Napolen once said to Lafayette, the American revolution did not amount to much. The armies were not large. "No," said Lafayette, "but it was not the size of the armies that made it a big war, it was the size of the idea." So in the Spanish American war of 1898. It was not the length of the war but the expansion of American territory that made it great.

* *

Pres. O. E. Lyte, Supt. Greenwood of Kansas City and Secretary Shepard visited the various points on the Pacific Coast on their tour of inspection for a suitable location for the next great meeting of the N. E. A. They were accompanied on their trip to Monterey by Hon. T. J. Kirk, Republican candidate for Superintendent of Public Instruction, and expressed themselves as delighted with the many marvelous points of interest from Los Angeles to Puget Sound.

* *

What Books Have Helped You Several Counties in the State, including Siskiyou have requested the editor to ask teachers to send to the JOURNAL the names of books that have interested and instructed, and really helped the pupils. For instance Superintendent Smith of Siskiyou, writes that "A Man Without a Country" by Edward Everett Hale influenced the life of his son. Another writes from Washington that the reading of "Heart Culture" by Emma E. Page cured a boy of a tendency to cruelty to animals. Do you know a book that has helped in your work? If so send me the title of the book. I desire to publish a list in the December number. Write at once please. Send postal card or letter.

The opening of the San Diego State Normal School in the middle of the term with eighty-four pupils enrolled is remarkable. It is more remarkable that seventy-nine of those pupils are graduates or undergraduates of high schools or teachers of several years experience.

* *

Cyrano de Bergerac, Rostand, is the great book of the year. It is the story of a man of wit and poetry, but the prominence of whose nose amounts to disfigurement. He jests about it, but fights to the death any other man who mentions it. He furnishes the wit, and wisdom to a handsome but colorless young man to woo the woman that he himself loves. It is a story theatrical, romantic, and full of poetical beauty.

* *

Childrens' Eyes The children of the public schools have been neglected in reference to their physical well being. The first consideration should be child's health. And first on this line should be the consideration of the children's eyesight. A test should be made of the eyes of every child. The teacher who makes children hold a book a certain distance from the eyes without regard to the condition of the child may do an irreparable injury. Great care should be taken to have a test made and if the child's eyes show weakness to immediately take steps to have the weakness corrected.

* *

There are times when a dictionary is interesting reading. There are times when a catalog is very helpful, in fact, the most useful thing about the house. It is when you want to buy something. If the catalog is reliable, accurate and correct in every detail, complete in every department, then it is a gift to be prized. The Whitaker & Ray Co., has just issued a complete, accurate and reliable catalog of 160 pages. It will be sent to you by writing a postal card to the Whitaker & Ray Co., 723 Market St. It contains fine illustrations and descriptions of everything connected with supplies for the school district.

* *

Mrs. Leland Stanford has decided to give her magnificent residence on California street to Stanford University for a home for history, and kindred subjects. What Hopkins Art Institute is to the artists, the Stanford residence will be to the students of history and literature. It is to be hoped that the creation of literature will have a place of importance in the plans and completion of this new temple to the muses of history and literature. "History is a lamp to guide us" said Carlyle but in these days of electric lights we need more than lamps, we need X-rays to guide us intellectually into the twentieth century. We need creators not mere diggers in buried Pompeii.

* *

C. T. Meredith, Superintendent of Public Instruction has appointed C. F. Montgomery Deputy Superintendent of Public Instruction, vice Watson resigned. Mr. Montgomery is a well-known newspaper man, having been secretary of the California Press Association for a number of years. He is a man of ideas. At the Contra Costa institute in Antioch a few years ago, he woke up the teachers and citizens by his terrific charges of failures against the common school system. Prof. Howison of Berkeley a few weeks later in a philosophical way make the same charges. It did not take long however, for the teachers to show both gentlemen that they were wrong as to specific charges. Mr. Montgomery will now have some opportunity to study the working of the school system from the vantage ground of the State Superintendent's office.

The National Educational Association.

Session of 1899.

To The Teacher

The City of Los Angeles is making a strenuous effort to secure the next meeting of the National Educational Association, and with good prospect of success. At the Washington meeting, last summer, the Board of Directors of the Association VOTED IN FAVOR OF ACCEPTING THE INVITATION OF LOS ANGELES. The Executive Committee, with whom the final decision rests, have recently visited Los Angeles, and have expressed themselves as highly pleased with the facilities which the city offers. Portland, Salt Lake City, and Tacoma are also using their best endeavors to secure the meeting, and will doubtless offer great inducements.

All California is with Los Angeles, heart and soul, in this matter; but it is necessary that co-operation be extended in some substantial form. One of the strong inducements commonly offered to the Association, with a view to bringing its meeting to any given state, is the assurance that a large number of paid memberships will be taken by teachers and other citizens of that state. Assurances were given at the Washington meeting that California WILL take FIVE THOUSAND MEMBERSHIPS, at two dollars each if the Association is brought to Los Angeles. This assurance was given in confident reliance upon the well-known public spirit of California teachers, and citizens of California in general, in all educational matter, and knowing that California gave 4278 memberships in 1888. The immediate purpose of this circular is to invite your assistance in securing these memberships.

The advantage to the whole State of California, of having this meeting held in Los Angeles, can hardly be over estimated. The last time the Association met in the "Far West," at Denver, in 1895, it had a membership of over eleven thousand. Great numbers of eastern people, who would not otherwise visit California, will undoubtedly avail themselves of the low rates and pleasant companionship offered by such an occasion to come to our Coast Teachers, and those who come with teachers' excursions, form an excellent class of tourists. They will disseminate in all directions a knowledge of California, and arouse interest in its attractions and resources.

The educational uplift to result from having such a meeting within our borders should be seriously considered. A large proportion of the leading educators of the country, in all grades of instruction are active members of the Association. It is no small thing for any state to have the most eminent men and women in the teaching profession meet for public conference in one of her cities. California still feels the good effects of the meeting of this Association, held at San Francisco, in 1888.

The great majority of teachers in this country live east of the Rocky Mountains. If the Association meets so far west as California, extraordinary exertions will be required to keep the attendance up to the high standard set by eastern meetings. The Executive Committee of the Association is right in its endeavor to prevent a great falling off in this respect. We believe the teachers of California will realize that they have a real duty in this matter, and will enter heartily into the effort to make up a MEMBERSHIP LIST OF FIVE THOUSAND FROM THIS STATE.

We are assured of your appreciation of the importance of this movement and of your active and immediate co-operation in its furtherance.

Very truly yours,
(Signed) ELMER E. BROWN, Berkeley,
State Director, N. E. A.
J. A. FOSHAY, Los Angeles,
Asst State Manager, N. E. A.

Los Angeles, October 29, 1898.

Will you, reader of this Journal sign this coupon and return to the editor of the Journal? This applies to readers in California. Washington, Oregon, Nevada and Arizona. The Journal invites the pledges of 5000 teachers. Sign this coupon and I will forward it to Professor Elmer E. Brown, State Director Cut out and send. HARR WAGNER, Editor, Western Journal of Education. 723 Market street, San Francisco.

The Western Journal of Education

List of Pledges.

WHEREAS, an invitation has been extended by the State of California and the City of Los Angeles, to the National Educational Association, to hold the next meeting of said Association, in July, 1899, at Los Angeles, and

WHEREAS, a membership of 5000 was assured to the Association, in case the meeting should be held in this State;

THEREFORE,..... ....., hereby agree to become member of said Association, and further agree to do our part to redeem this pledge by paying the membership fee of $2.00 (two Dollars), before June 1st, 1899, receiving in return an official membership certificate bearing the coupon for the volume of proceedings of said meeting.

This agreement shall be binding only in the event that said meeting shall be held in Los Angeles.

Name..... .....Teacher.

Department.....

Thanksgiving Day.

For many years this day has been observed thruout our country as a National Holiday (Holy-day). The President of the United States and the Governors of many, perhaps all, of the states issue a like proclamation.

These proclamations exhort the people to suspend their usual business on that day, and to assemble themselves in their respective places of worship, to render thanks to Almighty God, for his manifold blessings. It will be seen then that this is a Christian holiday, and whatever individual opinion or belief may be, we claim to be a Christian Nation.

Origin of the Custom.

As early as 1621, Governor Bradford, of the New England Colonies, began with his people, the observance of this day, and in 1623, it is recorded that the Indian chief Massasoit, with ninety other Indians, joined with the whites in the observance.

In 1631, Governor Winthrop of Massachusetts Bay, appointed a day of fasting and prayer, the occasion being that the food supply was so short that the colonists feared starvation. Just before the day appointed Feb. 22, a ship arrived, loaded with provisions, and the fast day was changed to one of thanksgiving.

There seems to have been no regular observance of the day, yet the people who in the Mother Country had observed Good Friday as a fast-day and Christmas as a festival, seemed to demand something to take their place, for the Puritans were much averse to observing these days.

Between 1775 and 1782, the Continental Congress appointed eight thanksgiving-days; that is, they recommended that the executive heads, the governors of the state governments, should issue proclamations asking people to observe the day.

Washington, as general of the army, issued two thanksgiving proclamations, for the army. one in 1777, and one in 1778. In 1789, as President, he appointed Nov. 26, a day for general thanksgiving thruout the Union. This was the first National thanksgiving day.

Ita Observance.

Being a festival day, somewhat like Christmas, the day has been made a day of good cheer, all thru the land, a day for family re-unions a day for ministrations to the poor and unfortunate. The evening before thanksgiving-day many thousand turkeys will, thru the benevolence of loving givers, be sent to families who rarely can afford such luxuries.

In many of the schools the custom of doing something for the needy and afflicted is being cultivated, and in the churches collections are made for the same purpose. In most localities the forenoon is given to Thanksgiving exercises, and the afternoon and evening to social festivities. It would be well if neither of these was neglected.

All public buildings and offices are closed for the day, and schools of all grades have the day's vacation, and as in many localities there are no church services near enough for the children to attend, would it not be well, in such places to have on the Wednesday preceding, an hour or t o devoted to such exercises as will impress upon the children the significance of the day? A simple suggestive exercise is here submitted.

Thanksgiving-Day Exercises.

1. Introductory remarks by the teacher.

2. Reading the Proclamation of the President of the United States or of the Governor of the State.

3. Song.

Hymn.

(Tune: Pleyels Hymn)

Heavenly Father, God of Love,
Hear us from thy throne above;
Thanks we give to thee, and praise
For the love that crowns our days;
For the flowers that deck the plain,
For the sunshine and the rain,
For the harvest from the field
For the orchard's beauteous yield.

For our parents, home and friends
For the joy that life attends,
For our school in which we may
Grow in wisdom day by day:
Heavenly Father, grant that we
Ever may remember thee,
Giving always thanks and praise
For the love that crowns our days.

Scripture Reading. Responsive if possible.

Make a joyful noise unto the Lord, all ye lands.
Serve the Lord with gladness,
Come before his presence with singing.
Know ye that the Lord he is God:
It is He that hath made us, and not we ourselves;
We are His people, and the sheep of his pasture.
Enter into His gate with thanksgiving,
And into His courts with praise:
Be thankful unto Him, and bless His name.
For the Lord is good, his mercy is everlasting:
And His truth endureth to all generations.
Psalm 100.

Blessed is he that considereth the poor:
The Lord will deliver him in time of trouble,
The Lord will preserve him, and keep him alive;
And he shall be blessed upon the earth.
Psalm 41: 1—2.

Sing unto the Lord with thanksgiving: Sing praise upon the harp unto our God.
Who covereth the heaven with clouds, who prepareth rain for the earth, who maketh grass to grow upon the mountains?
He giveth to the beast his food, and to the young ravens which cry?
From Psalm 147.

Let us hear the conclusion of the whole matter:
Fear God, and keep his commandments, for this is the whole duty of man.
For God shall bring every work into judgment, with every secret thing whether it be goed, or whether it be evil. Eccl. 12: 8–14

5. Prayer:

Blessed be Thy Holy Name, our Heavenly Father: Thanksgiving for the bounties of another year; for the life thou hast kindly watched over and gently guided; for the dear ones whom we love, and for the love they return to us; for the precepts of the teachers who have aided us; for the rain and the pleasant sunshine, for the beauty of the landscape; for the fruitage of the orchards, and the product of the fields.

Thanks to thee for all these earthly blessings, but far more precious has been Thy love, coming like the gentle rain from heaven, with reverential gladness filling all our hearts, and may the love waken in us such a love for Thee that we shall walk in Thy ways all the days of our lives. Amen.

6. The Breaking Waves Dashed High. Recited or Sung.

The Landing of the Pilgrim Fathers in New England.

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;
And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;
Not as the flying come,
In silence and in fear;—
They shook the depths of the forest gloom
With their hymns of lofty cheer.

Amidst the storm they sang
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free.
The ocean eagle soared
From his nest by the wave's foam,
And the rocking pines of the forest roared—
This was their welcome home.

* *

What sought they thus afar ?
Bright jewels of the mine ?
The wealth of seas, the spoils of war?—
They sought a faith's pure shrine !
Ay, call it holy ground,
The soil where first they trod;—
They have left unstained what there they found—
Freedom to worship God.—*Felicia Hemans.*

7. Thanksgiving Story: Either written by one of the pupils, or one selected.

Thanksgiving anecdotes or incidents, by one or more of the pupils.

8. Contributions for the poor and needy to be distributed Thanksgiving morning.

Let these be any useful things the pupils may choose to bring. In our school the pupils brought potatoes, and the sackful thus made up was sent to a poor widow woman who was supporting three young children.

9. Song. America.

10. Closing by the teacher, or by the school as a whole.

The Lord bless thee, and keep thee: the Lord make his face to shine upon thee, and be gracious unto thee; the Lord lift up his countenance upon thee, and give thee peace. Num. 6: 24–26

A Voice From New England.

Loud the great West sings the praises of its mountains, lakes and plains,
And afar we catch the shimmer of its fields of golden grains;
Then the South sings of its harvest, white as drifted snow can be—
Thru the pines its voice is wafted, sweet and low the melody.

Where the wide Pacific's waters clamor at the Golden Gate,
Where the thousands dwell in sunshine on those shores once desolate,
Loud they sing of mountain treasures and of gardens fair they speak—
Gardens where the Frost King never dares to kiss a rose's cheek.

Hark ! A voice from old New England joins the chorus, all along
From that rock-bound coast resounding. and its echoes clear and strong:
"Oh ! my children, who have wandered far and wide on many a quest,
Who have conquered mighty rivers, tamed the wild lands of the West—

"Loud indeed you sing the praises of the land you've made your own,
Yet there's something which New England claims as hers and hers alone.
You perchance have all outstripped her in your new, progressive way,
But the heritage she gives you is the old Thanksgiving day.

"Were it not for her, November ne'er had known a feasting-time,
Now, where'er the old flag flutters, arctic seas or tropic clime,
Or from mast-head in mid ocean—there they keep, and keep it well,
This old feast-day, hearts recalling scenes on which they love to dwell.

"On her hearthstones fires are blazing, all her doors stand open wide,
Curling smoke from chimneys telling generously she doth provide,
Homeward turn your faces, children, ye who've wandered far away;
'Tis New England's voice that bids you honor her Thanksgiving day."

—*By Ada Stewart Shelton.*

The Boys's Thanksgiving.

It was Thanksgiving Day, and the boy was standing in the doorway, watching papa and mamma get into the carriage. They were going away, tho they did not want to go, and the boy had to stay at home, tho he wanted to go. Things sometimes happen so!

Papa and mamma had to dine with Aunt Briggs, because she was ninety years old and all alone, and Aunt Briggs did not like little boys. So papa and mamma looked very sad as they kissed their hands for good-by, and when the boy saw that, he tried to look as if he liked to be left behind, and smiled and kissed his hand to them very cheerfully.

But after they were gone he felt very solitary, so he thought he would go and feed his guinea-pigs. He took them some cabbage-leaves, and they ate till their eyes stood out, so the boy thought they ought not to have any more, and took away the rest of the leaves, which made them squeak just as pitifully as if they were starving. Guinea pigs are like that !

He gave the rest of the cabbage-leaves to the snails that lived down by the fence; he was sure that they must be very hungry, because the things they used to eat were all withered and gone. "Here is your Thanksgiving dinner, snails ! " he said gravely. "You are thieves, you know, because you used to eat the peas and the celery, but I suppose you get hungry just the same." The snails said nothing, but perhaps they were grateful.

Then the boy went and looked over the fence for a little while. Two boys were fighting for an apple out in the street, and presently the bigger boy got it away from the smaller one, and the smaller one cried, "Here ! hi ! " said the boy, to the one who had lost the apple "Wait a minute ! " He ran to the kitchen and brought back a great, round, rosy apple, three times as big as the one for which the boys had been fighting.

"Take this ! " he said to the little boy. "Are you hungry ? "

"Yes, I be !" said the boy, who was very ragged and very dirty.

"But you will have your Thanksgiving dinner soon won't you ? " asked our boy.

The other nodded. "Salt fish and 'taters ! " he said.

Our boy looked very serious, "No turkey ? " he asked.

"Well, I guess not ! " said the other, whose name wos Timmy Jawkins.

"Thank ye ! " he added gruffiy, "I'm goin' to give it to Sis, she can't eat salt fish." And he went off, rubbing the spple on the sleeve of his grimy jacket.

The boy looked after him with a troubled face. He knew the boy lived in a little yellow cattage down the Green Lane, and that he had five brothers and sisters, and that his mother was very poor, but be had never spoken to him before. He was still thinking about them when the bell rang for dinner.

He went in hand-in-hand with cousin Sarah, and they sat side by side, because they thought it would be more sociable.

When Mary brought in the turkey, it looked almost big enough to carry her instead. It was like a brown mountain, all smoking hot, and smelling, oh! so good. And it puffed out its breast, and held its arms close to its sides, and looked as proud as if it were still strutting about the barnyard.

Cousin Sarah carved it, and gave the boy the drumsticks, which he liked best, and took a piece of the breast herself, but that seemed to make very little impression on the great turkey.

The boy was silent for a while, for he was hungry, and the drumsticks were very good. Presently, however, he said, "Cousin Sarah ! "

"Yes, dear ! " said she.

"Must people give thanks when they haven't anything to give thanks for ? "

"Why, what do you mean, dear boy ? " Every one has *something* to be thankful for, and you have a very great deal."

"Yes, I know *I* have ! " said the boy. "I have papa and mamma, and you and—" here he ran his eyes over the table—"turkey and cranberry sauce and mashed potatoes and rice and gravy and celery, and what we are going to have for desert—and my guinea-pigs.

"But must people be thankful for salt fish and potatoes, when they haven't anything else at all ? "

Cousin Sarah thought they must, because salt fish was a very great deal better than nothing, and the boy returned to his drumsticks, finished the first, and began on the second.

Presently he said, "Will you have some more turkey, Cousin Sarah ? "

"No, dear, thank you ! I have had quite enough."

The boy drew a long breath. "Then *I* can have the rest of the turkey ! " he said, in a tone of satisfaction, "because mamma told Mary she might go to dinner with her sister after we were done "

Cousin Sarah looked at him in amazement. "Why my dear little boy," she said. "What do you mean ? The rest of this huge turkey ? Why, you would die ! and anyway you couldn't eat half of it."

"I don't want it myself ! " the boy explained. "I want to take it to the Jawkinse's, because they have nothing but salt fish and potatoes, and I am *afraid* they may not know that they ought to give thanks for that."

Cousin Sarah thought it very probable, from what she knew of the Jawkins family, but she listened with interest to the boy's story about Timmy Jawkins, the apple, and the salt fish.

Then she rose and said, "You *shall* take the turkey to them, dear boy ! I am sure it is just what your mamma would like. Only, I think you will have to let me carry it for you, for it is almost as big as you are."

So Cousin Sarah took the turkey on its great blue platter, and the boy took the cranberry sauce in one hand, and a dish of apples in the other, and off they went.

The people whom they met looked very much surprised to see a young lady carrying a huge turkey thru the street, but Cousin Sarah didn't care in the least for that, but only thought how pretty the boy looked trudging along before her, holding his cranberry sauce so carefully, and looking round now and then to see if she was all right.

So they reached the poor little cottage where the Jawkinses lived, and they stopped a moment outside the door to take breath for they had been walking fast.

They heard a child crying inside; and then a tired woman's voice said, "It's all there is dear, 'cept taters. Try a tater, and then Timmy'll give ye the pretty apple. Do now, Sissy, like a good girl ! Doctor said ye must eat, else ye wouldn't never git well."

At this moment Cousin Sarah opened the door, and stood holding up the great turkey, while the boy marched in bravely with his two dishes.

"Here is your Thanksgiving dinner ! " he said, looking round at six hungry faces which were clustered around the bare table. "You must give thanks, you know, even when it's only salt fish. but I thought you could give *more* thanks for turkey and cranberry sauce, 'cause I'm sure I could myself." And, for the first time in their lives, the Jawkins' *did* give thanks.

LAURA E. RICHARDS, (In Youth's Companion.)

The San Diego Normal School.

The new normal school opened Nov. 1st, 1898, with seventy-eight pupils. The faculty is as follows;

Mr. Jesse D. Burks of Woodland, California, as registrar, and head of the department of mathematics. Mr. Burks has been principal of the Woodland high school for four years. He has the degree of A. B. from the University of Chicago, and that of A. M. from the University of California.

Miss Emma F. Way, principal of the Southwest Institute of San Diego, as preceptress and assistant in mathematics. Miss Way is a graduate of an Ohio seminary, in which institution she was afterwards preceptress for a number of years. She has taken advanced work in Oberlin College and the University of California.

Miss Alice Edwards Pratt of San Francisco, as head of the department of English. Miss Pratt has received the degree of A. B. from the University of California; that of Ph. D. from the University of Chicago; has taken advanced work in an English university, and has taught for eight years.

David P. Barrows of Pomona as head of the department of history. Mr. Barrows took his A. B. degree in Pomona College, his A. M. degree in the University of California, his Ph. D. in the University of Chicago. He has also done advanced work in Columbia University, N. Y.

Arthur W. Greely of Berkeley, as teacher of biology. Mr. Greely is a graduate of Stanford University, where he is now pursuing advanced study as special preparation for his duties in this normal school.

Miss Florence Derby of San Diego as a teacher of vocal music.

Miss Sallie Stark Crocker of Coronado as teacher of drawing.

The recommendation of Mr. Black that Miss Pratt and Mr. Greely be granted leave of absence for the remainder of the school year without pay was adopted. The work in English will be distributed among the other teachers during the absence of Miss Pratt.

President Black In Response to address of Welcome Thus Outlined His Ideals In Reference to Normal School Work.

"I am somewhat embarrased at the cordial welcome extended to me on my arrival to assist the teachers, but I am not ashamed to be so. The interest that the State has in education is a selfish one. The State desires to perpetuate itself, and whether it desires to be free or the opposite it is impossible unless the people are educated. Vast sums of money are expended by the state in order to educate its people, but we desire it as parents,as citizens and as a State, and hence the costs. Professor Barnes of Stanford said, 'Thank God, it does cost money,' and I repeat his assertion. It is worth money.

"I believe there is too much education but we can't avoid it; it is all around us. One kind of education leads outward and upward, and another kind leads outward and downward. The former costs money now, and the other later, in the form of jails, policemen and the like. Think of what crime costs our states, and think how much the time of lawyers means out of the pockets of the people, and then think of the other kind. We know which costs the most. It is simply a matter of selection.

"Why should we establish these normal schools? So that we can bring forward a better kind of education. The State demands that those who are put in charge of our children should be competent, and hence these normal schools. It is the new school that sets the pace. Education is a progressive science and it is the new school that sets the pace for the higher schools. They have the advantage of all the experience of the schools that have already been established and can use that for their foundation. Here is a new school, and if we succeed in drawing strong teachers, whose only desire it is to give the best that is possible, we will set the pace for the normal schools of the United States. If we are guided by sympathies we will not be leaders, we will be behind. Do we want to be that? I don't.

"It is the desire in looking for teachers to avoid making experiments as far as possible. Let us study the school question from the needs of the schools of the commonwealth. Let us begin with the schools as they now are, for who would succeed must study the condition of the schools, Without that knowledge we can't set the pace. Four years ago I would have copied from the Los Angeles Normal School,but to-day, after I have studied four years and traveled 50,000 miles, I think I know the wants and I will not be satisfied with the schools of four years ago. If God gives me health and strength I will run the school in the best interests of the people of California and in that I know I will be seconded by the teachers of the State."

There are some things in the world that one can't understand. One is that you catch a cold without trying; that if you let it run on it stays with you, and if you stop it it goes away.

Some Prinicples of Education.

"I hold it to be trne that a consideration of life and its activities is infinitely more important than the accumulation of general information: for the reason that the one is fundamental, and the other is resultant. Further, I hold it to be true that a consideration of the child in his relation to Life is more important than conveying general information to him;for,again,the one is fundamental,while the other is resultant.

"The laws of education are so simple and so familiar that we refrain from seeking in them the fulness of meaning which suggests all the process of the teacher. These laws place before us at the outset these distinctive principles:

I. "The teacher must learn to consider the child before he considers the subjects which he is to teach the child.

II. "The teacher must remember that the spirit of education lies in activity; it is out of activity that we deduce that general information about subjects and things which is so often mistaken by us and accepted as education itself." THOMAS TAPPER.

These principles set forth by Mr. Tapper in his admirable initial address, and so successfully embodied by him and Professor Ripley in the Natural Course in Music, represent not only his own, but also the views of the several eminent educators who lectured and taught at the New School of Methods at Hingham. An educator so well-known as Dr. William J. Milne, of the New York State Normal College, declared that "The aim of education is to make a man more and more a being of gentleness and reason," and the key-note thruout the series of lectures delivered by Dr. Arnold Tompkins, of the Illinois State University,was that "whatever touches life with upward tendency is education." In the address delivered before the New School of Methods, Dr. Winship, of the JOURNAL OF EDUCATION announced his faith in these principles. Dr. Redway, in his lectures clearly demonstrated how forceful is the influence of environment and association, commercial and intellectual, upon the spiritual growth and progress of humanity, and Mrs. Preece declared that "the chief reason for the introduction of physical culture in the schools is that man may be made more physically perfect and therefore better enabled to reach a higher mental and spiritual evolution." Mr. J. A. Greene, in the closing address at Hingham, demonstrated that a man may be so educated as to make his personality uplifting and refining to all people with whom he comes in contact.

Any one who takes into consideration the diversity of minds and opinions of the men and women who, as teachers, represent widely different branches of education, cannot fail to be impressed with the manner in which, setting aside mere opinions, they unanimously subscribed to the true principles upon which the New School of Methods is founded. But the mere record of that which was said concerning these educational truths fails, unfortunately,to emphasize to the reader the earnestness with which they were received by the teachers in attendance at Hingham and Chicago, and the practical spirit of pedagogy in which their firness to the needs of every day school-life was tested. However, the little which has been said is sufficient to demonstrate that as an institution the New School Methods represents principles unique in their two-fold quality of truth, advanced theory and educational practicability. Further evidence of the great worth of the principles of the New School of Methods is the attendance from year to year of teachers, many of whom, after their arduous work of the school year, are attracted to the sessons by that magnetism which ever lies in things which are eternally true. It must of course be allowed that the charm of personality of such teachers as Mrs. Emma A. Thomas, Miss Love, Miss Crane, the well-known advocates of musical education, of Dr. Milne, Mr. W. S. B. Mathews and Professor Bailey is a trong incentive in itself, but after all it is the greatness of the principles themselves, together with the fascination of the individual personalities of these educators which causes the attendance of so many teachers, year after year, at the New School of Methods.

With a view to broadening its scope, the New School of Methods has added to its curriculum of music, drawing and physical culture, other collateral subjects, helpful to the practical working out of these principles and it is these remarkable features which account for the growth in popularity of the school, for the sessions of 1898, both at Hingham and Chicago, were by far the most successful in the four years of the history of the institution.

THE LATEST COMPOSITIONS.

The following compositions were recently printed as samples of the work of Boston school children:

The Monkey.

There are many kinds of monkey besides those that live on hand organs: some are found in Asia and some in Africa. Once a man was in the woods and he threw a little stone at the monkeys and they threw back large ripe sweet cocoa-nuts, and this teaches us a great moral lesson. We should always behave like a monky. I saw a monky at a circus and it pulled a lady's bonnet off, and it tore it all to rags and tied the strings around its neck and grined. C. E. G.

The Bare.

Bares are of many sighses and all big. The chief kinds are the grizzly bare which is black; the sinnerman bare which is good and gentle; the white bare which bleaches its skin to hide in the snow and makes a rug, and the black bare which is common and is careful of its cubs. Bares fight bees for honey, which is mean because the bees are little. Once a bare found some currant jelly sitting on a garden bench to dry, and he ate it, and the lady hadn't any more, which was greedy. Bares are pigs J. C. G.

The Ellfant.

The ellfant is the biggest of all beasts put together and has two tusks, one tail and one trunk, sometimes called the ellfant's hand, and two eyes. His feet are large roasted and good to eat, but the skin is very thick. He shakes dust on it like a pepper castor. Once a taylor stuck a needle into an ellfant, and years after the ellfant soaken his house for him. Be good to the ellfant and you will be happy. G. C. J.

No Opportunities for American Teachers in the Philippines.

[Mr. R. Van Bergen who writes the following has lived in the Orient for nearly thirty years. He is thoroly conversant with the situation and writes from personal knowledge.]

To the question repeatedly asked of me: What opportunities are there in the Philippine Islands for American teachers? the answer must be unequivocally: None at all. Any other reply would be misleading.

If, as seems to be the case, the United States is compelled to retain these islands, it will be necessary, I think, to imitate the European Colonial powers in the administration. It will be found impossible to introduce our language unless the destruction of the aborigines is resolved upon. The Spaniards have held these islands since 1565, yet not five per cent of the natives speak or understand Spanish. The services in church the instruction in the schools is carried on in the native language.

It may be objected that Spain is by no means a model Colonial power. Granted. But I shall take the successful and progressive powers Holland and England. The former has in her East Indian possessions between forty and fifty millions of subjects. *Not one* Hollander is sent out in any administrative capacity, unless he has passed a most severe examination in the Malay and Japanese languages. England in British India does the same.

The fact is that the Angla-Saxon tongue, intimately connected with the genius of our race, is totally unfit for the Malay and Mongolian races. It was in 1859 that American missionaries first entered Japan. Yet until 1875 they could not claim to have one convert. Why? Because they sought to make our language the medium of intercourse. Since that time however, every missionary in Japan and China is compelled to master the native languages and the result has proved highly satisfactory. The first absolute necessity for a teacher in the Philippine Islands would be a practical knowledge of the Tagalloc, Ilocan, or Visayan tongues, according to his plan of entering the northern, central, or southern group.

And what would be the inducement? To better his condition? He could not do it. There is no country on earth where teachers—I do not speak of university professors,— are so well paid. Teaching in the Philippine Islands, even with the above mentioned indispenseable qualification, could not be used as a stepping stone to something better. Every Consul in the Far East complains of stranded Americans looking to him for the means to return. The government does not enable the official to do so, and the Consul himself is not abroad for the benefit of his health.

I say emphatically: Stay where you are, unless you have the means to purchase land. Now that the religious orders are selling their real estate there is an opportunity in that direction. But to benefit by it, a practical knowledge of agriculture is required. There is absolutely no prospect for the American teacher in the Philippines, China or Japan.

R. VAN BERGEN.

Thoughts on Teaching.

BY CHAS. H. ALLEN.

To one who has carefully watched its development and growth there is nothing more remarkable than the changes that have taken place in what may be termed ideal school work: meaning by ideal the end which teachers strive to attain in their work. Under the impulse given by new theories of education, the past thirty or forty years have shown almost an entire revolution in the work of teaching.

Under the old regime it was the teacher's aim to impart knowledge, the pupils to acquire and retain it. Text-books were built up with this end in view, and were almost entirely catachetical. Question and short answers, was the almost invariable rule. All educational words appealed to the memory, and too often, the memory alone was the faculty strengthened; and as it took many years to learn that "words are winged and will soon fly away unless the weight of meaning fastens them down," even memory did not work to the best advantage.

The test of the pupil's progress was, "how much have you learned?" not "how much do you know?—how much can you do?" No attempt was made to teach pupils how to study, and the favorite, if not the only way used to impress a fact upon the memory, was repetition. Indeed study consisted of repetition. The only instruction I ever received on how to study was given me by an older seat-mate who, when I asked him how to learn my geography lesson, replied, "keep reading it over until you can say it."

And even in this there was a kind of economy practiced. Teachers used, time and again, to go over the solid text and coop up in pencil parentheses, the exact words required to answer the questions usually at the bottom of the page; all the mental effort of the pupil being expended in hunting out and remembering "which belonged to which," and some teachers were thoughtful enough to number the "coops," so as to save a part of even this labor.

In reading, the ability to call words right (within a wide limit) and rapidly, stopping a specifically named time at the pauses, were the things required, and most criticisms were made upon faults in these two directions If, from a home where there was some culture, a pupil read with understanding and expression, he, or rather she, for such cases were found more frequently among the girls, was accused of putting on style, or trying to show off.

In arithmetic, the only mathematics taught, for I am writing of what were called the common, the "sums" were to be done, and the answer in the book obtained, whatever the cost. This was accomplished by a kind of hap hazard process, a try-every-way kind of work, and the only reason asked for or thought of, was the rule, or the reason that that particular way would get the answer. The best arithmetician was usually a boy, one who would doggedly try, try again, every conceivable way, until at last the answer was obtained.

These illustrations have been given, not because they have been forgotten by many, but because traces of the same kind of work are yet to be found in far too many schools.

From the influence of institutes, normal departments and normal schools, however, the plan of work has been greatly changed. Teachers now realize that "Memory, the teeming mother of wisdom is the daughter of attention," and they possibly see that whoever would have the daughter must court the mother, in this as in some other cases.

They also recognize the fact that, as undigested food in the stomach ministers neither to the growth nor strength of the body, so masses of mere facts stored in the mind are of little value until they have been mentally digested, that is, recalled, reflected on, arranged in symmetrical order, and new facts deduced, as a resultant. Observant teachers know that the most valuable study is that which the pupil does with the book closed.

To train children to this kind of study is a work of time and of patience and can be accomplished only after they have reached the reflective stage. Younger pupils who learn almost entirely from observation, need also much training, but this is chiefly in the direction of quickening and intensifying their perceptions. So-called object lessons, teaching from things, and most of nature study are designed to secure this training.

It is of course, desirable that as much of this, and all of it as soon as possible, shall be original, personal observation, and not investigation under the stimulus of suggestion. The former may be of great value to the child, and the latter is often a great detriment. A few lessons, to show him how to observe, and then he should work for himself. It is greatly to be feared that many teachers hold pupils in leading strings quite too long.

It is obvious that the amount of knowledge acquired by direct observation, when compared with the knowledge that is available or that should be acquired on any particular subject, is very limited. For ages thoughtful persons have been observing, observing carefully, arriving at truths, forming conclusions, and, in the end, setting them down for use, in an orderly manner. In most cases these courses of information are at hand, for in reference to most subjects taught in schools—they are embodied in what are called text-books.

A living question to-day is, what is the place of the text-book in our schools? Formerly it was almost everything. "What does the the book say about it, or what does the book tell you to do?" were the questions continually asked. Now the extremists say, "Away with text-books, entirely." As in most cases neither extreme is right.

Let the child learn from original investigation. This has a pleasing sound and many are captivated by it. It is a pretty conceit that of having every boy start out as a young Columbus, discovering new worlds. But if every Columbus has not only some one to steer the vessel, but is also driven on by the winds of question and suggestion, he will rarely become a successful navigator, and, even with this help the amount of knowledge he gains will be very meagre.

Columbus did discover a new continent, and a few other men have made similar discoveries, but, the world at large have been content to accept the results of their discoveries as true, in most cases without even taking the pains to verify the facts. And so it must be with the great mass of things that children learn. They must rely, and learn to rely on the discoveries of others.

The above raises another question: Is not altogether too much time devoted in many schools to verifying these discoveries? Much of school apparatus seems to be made for the sole purposes of proving that something is true, something the truth of which no one ever questions. So far as illustration by apparatus makes the fact clearer, or so far as it tends to fix it in the memory, it is useful, but beyond this it becomes burdensome. Many teachers have discovered that illustrative apparatus, especially with younger persons, conveys about as much of error as it does of truth.

Let us now draw some conclusions: The old reliance upon text-book-study was faulty in conception and was made more faulty by the manner in which it was executed. "Memory is not wisdom: idiots can note volumes." A vast amount of what was memorized faded out, and in a short time was lost. So true is this that a noted educator wrote, "The great mass of knowledge that the average man or woman has for use in life, has been acquired after school days were finished."

The so-called new education is faulty, to even a greater extent, in several particulars. First it leaves memory almost entirely out of the question. A retentive memory is a great blessing, and memory should be cultured and strengthened; second, it attempts to do too much thru the process of investigation. Only about as much of this work should be done as will implant in the pupil the habit of investigating things thoroly. Show him how this is done, and give him a taste for original work.

He should, after arriving at the studying age, all thru his course of study, be made to grapple with and master facts as given on the printed page. No higher duty is imposed upon the teacher than that of teaching his pupils how to study; how to study from nature, and how to study from books. When a child has learned how to use books and use them well, he is far on the read toward a good education.

In many schools the art of study is being lost; pupils sit and listen, or under direction do more or less observing, but the power to master a subject by close study is rarely cultivated. Now when we bear in mind that so large a part of human knowledge, knowledge needful in after life, is to be acquired most rapidly and most easily from the study of books if you will, are not some of the changes in school ideals of doubtful value?

Certainly I would have object lessons, nature study, investigation, but these should be chiefly for training and not for the knowledge that is thus acquired. As a means of mere knowledge getting they are quite too expensive. Shall we ever learn in our work to strike the golden vein?

DEPARTMENT OF NATURE STUDY.

CONDUCTED BY

OLIVER P. JENKINS AND VERNON L. KELLOGG,

OF STANFORD UNIVERSITY.

The Mosquito.

Prefatory Note.

FIG. 1.

The manner in which the author wishes to present his contributions to this Department is best to be understood by reference to the paper here presented. It is assumed that most of the readers of this Department who may wish to make use of the suggestions for work in nature study published in these colums, are not trained naturalists, i. e. are not specially acquainted with the facts of natural history nor with the methods of studying these facts. Yet the teacher of nature study must have a considerable knowledge both of facts and methods of discovering facts.

Therefore it is necessary to present to teachers in connection with the consideration of any phenomena from the point of view of nature study, not merely the hints for making the most of such phenomena when presented to the children, but in addition, some statement of the actual facts and some direction for displaying the phenomena. In fact, this is, perhaps, the chiefest part of the specialist's work in connection with nature study, viz., to instruct the teacher in the selection, manipulation and behavior of material. The teacher *acquainted* with the material at hand, will be able to invent the questions and to stimulate and suggest the personal enquiring observation of the children, which are the peculiar attributes of nature study teaching. Still, suggestions regarding even this part of the work may not be ill received by the teacher. The manner, then, of the writer's presentation of his contributions to the Department, is determined by his desire to help the teacher select suitable material, to tell him how to obtain it and to care for it, to instruct him as to the facts regarding it, and to suggest to him the observation which the children should be led to by question and hint.

In the following account of the mosquito, directions for obtaining and caring for material are first given; then follow, purposely combined, information regarding the structure, life history and habits of the mosquito, together with the observations which reveal the facts of structure and physiology and with the questioning and hinting which, to the writer's mind, seem best adapted to stimulate the observation and interest of the children.

Obtaining and Caring for Study Material.

The mosquito is an always available and thoroly interesting object for nature study. At any time of the year, and in almost any small pool of stagnant water, the familiar "wrigglers," which are the larvæ or first young stage, of the mosquito, can be found. "A ditch in a wood choked with fallen leaves is one of the best hunting grounds." Some of the material from which the following notes were made came from a watering trough in a pasture, and some of it came from a barrel of water containing considerable decaying matter. In many localities it is necessary only to expose an open pail or cask of water for a few days in order to get a thriving colony of mosquitoes. The mosquito larvæ (wrigglers) are so distinctive in structure and manner that no trouble will be had thru mistaking other aquatic insect larva or other aquatic animals for them.

By reference to the figure of the larva (fig. 2) this characteristic appearance can be got acquainted with; in addition, the characteristic wriggling of the body when the creature is moving thru the water, and the hanging head downward from the surface when at rest, are manners which make the mosquito larvæ readily recognizable.

Besides the larvæ, there may be found both the eggs and the pupæ (second young stage). The eggs are in small masses which float on the surface of the water, resembling at careless glance nothing else so much as a largish bit of soot. These little, floating, sooty bits are composed of a single layer of slender, elongate eggs standing on end, and loosely fastened together to form a narrow, irregular, little raft, slightly concave on the upper surface. The pupa (see fig. 3,) is composed of a big bulbous head and a short slender tail. It swims thru the water by making quick, violent jerks with the slender tail, and when at rest floats at the surface of the water with the back of the big head end uppermost and the slender tail hanging down.

The wrigglers and eggs and pupæ can be kept in wide mouthed glass jars (fruit jars, glasses, etc.) two-thirds filled with water. (Frg. 1.) The water should not be too good, or the wrigglers will lack food; water from the pool or ditch in which the wrigglers were found is the best for the purpose. No special feeding is necessary; the organic matter in the stagnant water suffices. Do not put too many wrigglers into too small a jar of water. The mouth of the jar containing pupæ should be covered with cheesecloth, so as to prevent the escape of the winged mosquitoes which will emerge from the pupæ. With half a dozen jars of material, the life history and habits of the mosquito can be admirably observed. All of the changes of the mosquito from egg to adult are completed in two or four weeks.

Observing and Questioning.

What is the wriggling of the wrigglers? Evidently simply the peculiar mode of swimming or moving thru the water. It is a violent lashing of the tail end of the body. The wrigglers move in any direction at will by means of this lashing. If a wriggler which is swimming thru the water stops "wriggling"

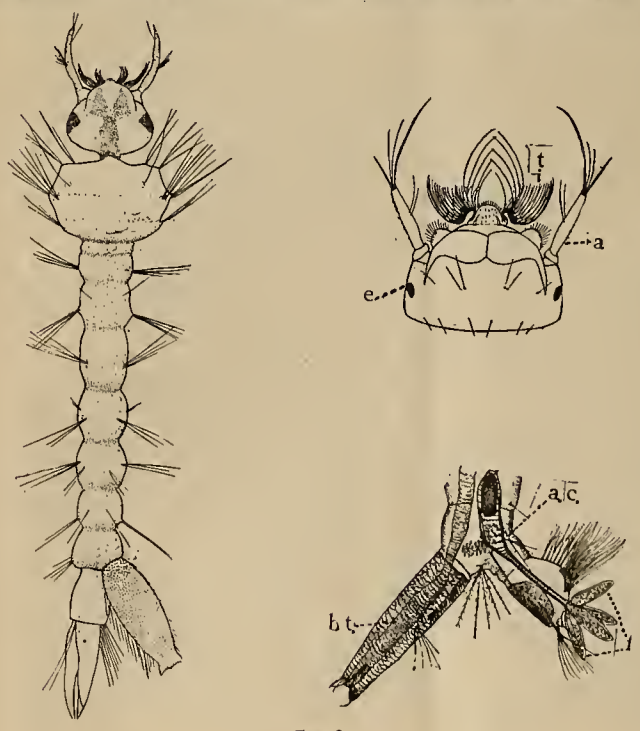

FIG. 2.

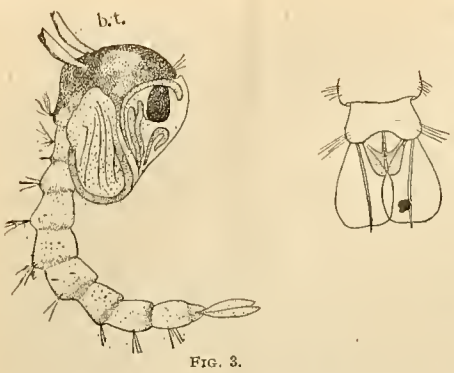

FIG. 3.

i. e. stops swimming, what happens? It slowly sinks. (If it touches the walls of the jar it may not sink because of the friction.) Why does it sink? And why so slowly? It is evidently heavier (denser) than water, but only slightly so.

There are, however, always many wrigglers hanging head downward just beneath the surface of the water; hanging down in fact *from* the surface of the water. What are they doing? Breathing.

You can see that a little stem-like process (figs. 2 and 3, b.t.) projects from very near the posterior tip of the body and the end of this process reaches the water's surface. This process is a breathing tube. (I shall describe it later, more in detail.) The mosquito does not breathe thru its mouth, nor thru any organs on its head, but thru this tube on the tail end of the body. It is necessary for the wriggler to come to the surface of the water to breathe. If the wriggler is prevented by any means from coming to the surface, it soon drowns. Many wrigglers too weak to swim to the top of the water drown.

But how can the wriggler remain thus at the surface without sinking, if it is heavier than water, and always sinks when it stops wriggling? It holds on to the tense surface film of the water. The tip of the breathing tube projects slightly above the surface when the wriggler comes up to breathe. The slightly expanded edges of the mouth of the tube are caught by the surface film, and the body of the wriggler supported at the surface. This tense surface film, which you probably understand if you have studied physics, is due to the fact that the molecules of water which constitute the surface layer of the water are more strongly attracted laterally by each other and downward by the water molecules beneath than by the molecules of air which lie directly over them. It is easier, however to prove the existence of this tense surface film than to explain it. If you carefully lay a clean needle on the surface of water it will not sink altho much denser than water, but will be supported by the surface film. If you fill a tumbler to its brim you can still add more water (doing it carefully) and so heap up the water above the level of the tumbler's brim. You can do this because the surface film extending over the water from edge to edge holds it in position. If you dip your finger into the water and lift it up all the water does not run off but a large drop will remain hanging to your finger. The tense surface film keeps this little mass of water together in the form of a drop. Many aquatic insects and other animals take advantage of the presence of this surface film on water. The water spiders and little flies which run quickly about on the surface of quiet pools are supported by the surface film.

To follow the habits of our wriggler in relation to the surface film, we see that despite the fact that the wrigglers are heavier than water they are enabled to hold themselves without effort at the surface of the water to breathe. And yet, also without effort, they can rest on the bottom, feeding on the decaying matter to be found there. Indeed because they are heavier than water when they are at the surface breathing they always hang with head down in the water, and thus can continue feeding on the organic particles that are floating everywhere in the foul water, at the same time that they are breathing. This is an important saving of time to the mosquito. When we have studied insects more we shall know that insects that go thru transformations like the mosquito—metamorphosis this transforming is called—do almost all of their feeding in their first young, or so-called larval stage. For example, the male mosquito eats almost nothing as a flying insect; the female does take some food, as we are grievously aware, so the insect must not lose much time in its first young stage, if it is to store up enough food (as fat) in this stage to suffice for its existence thru all of its other stages. And yet so active a creature as the wriggler must have a great deal of oxygen (taken from the breathed-in air) to keep its life fires burning. So you see how admirably arranged the wriggler is to take advantage of the natural conditions under which it lives.

Let us turn to the other kind of young mosquitoes, the big-headed ones, the pupæ (see fig 3.). When they are below the surface and stop wriggling, what do they do? They must be lighter than water then. Are they not so well fitted for their life as the wrigglers? Or is there a difference in the habits of the mosquito in its two young stages? Yes, a great difference. The pupæ take no food. All they need is to be able to breathe, and to be able to swim quickly away from any ferocious pursuer. Note that as they lie at the surface it is not the posterior tip of the body which touches the water, but the back or upper part of the bulbous head end. How do they breathe then? By means of two horn-like, hollow processes that project from the back of the head end. In this they differ from the wriggler, and we shall see later that they differ in many other details. As they do not feed there is no special need of having the breathing apparatus at one end of the body, and the feeding apparatus at the other, or that the head should hang down in the water while the insect is breathing. But is there any special advantage in having the pupa float at the surface with the back of the large head end of the body uppermost? There is, indeed; it is more than an advantage; it is almost a necessity. It is from the pupa that the winged mosquito comes. Now the delicate wings of the mosquito are folded up in pads (which we shall later study) on the pupa. These wing pads are attached to the upper part or back of the big head end of the pupa, and when the mosquito is ready to emerge, this back of the big head end of the pupa, which is at the surface of the water splits longitudinally and the back of the mosquito with the delicate wings slips quickly out and above the surface of the water, without getting wetted. The delicate wings are immediately unfolded and in a moment or two the mosquito is ready to fly away. If the wings were drawn out of the pupal sheath in the water, it is probable that few mosquitoes would ever be able to fly. Thus, you see, the second young stage of the mosquito,-the pupa, altho very different from the first stage, the larva, is also admirably arranged for the successful living of the mosquito.

I have constantly referred to these strange wriggling creatures inhabiting foul water as young mosquitoes. But they do not at all look like mosquitoes; they live in water, not in air; their habits are very different from those of the mosquito. How do I know, how do you know, that these curious wrigglers are young mosquitoes? Simply and sufficiently by watching one of these creatures thru its life.

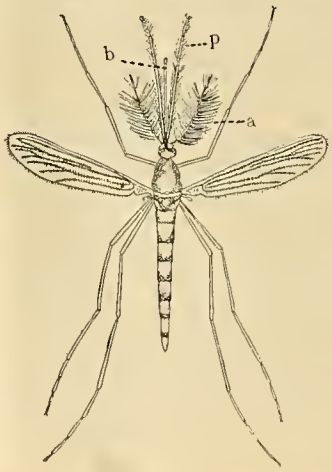

FIG. 4.

If you put one of these little sooty masses of eggs, which we have found floating on the surface of the stagnant water in the leaf choked ditch or pool, or watering trough, or barrel, by itself, into a glass with some water, we shall find after a day or two that from each egg has come a tiny wriggler, that is, one of the creatures

we have been calling mosquitoes in their first young or larval stage. (The time which elapses from the laying of the eggs to the hatching of the wrigglers varies with the species of mosquito and with the temperature. In warm weather some mosquito species hatch in as few as twelve hours.) The tiny wrigglers wriggle, they go to the bottom to feed, they rise to the surface to breathe; they grow larger, and, what we have not before noticed, they shed their skin or moult. They shed their skin three (?) times during their life as wrigglers. The duration of this first young stage is from one to several weeks. If the glass jars containing the eggs and wrigglers be kept in a warm, sunny window, the changes will probably be more readily made than if the jars are kept at a lower temperature. After eight or ten days, then, the wrigglers will change into the second young stage, the pupa, or the wrigglers with the big head end. The pupæ live for two or three days, most of the time floating motionless at the surface of the water. Then they transform into the winged mosquito. (Fig. 4.)

Thus simply and certainly is proved that the sooty egg masses are mosquito eggs, that the slender wrigglers are the young mosquitoes as they are hatched from the egg, and that the wrigglers with the big head end are young mosquitoes in a stage following the first wriggler stage, and from which the winged mosquito comes. All these changes the children may see for themselves, and all in two or three weeks.

I have said that the larval wrigglers transform into the pupal wrigglers, and that the pupal wrigglers transform into winged mosquitoes. This is really true, but as seen from without, as seen by the children, one form will appear to *issue from* the next preceding form, i. e. the skin of the larval wriggler will split along the back and a pupal wriggler will come out, the split empty skin of the larva floating away on the water's surface. Then from the pupa similarly will come the winged mosquito, and the rent pupal skin will remain floating on the water. This last transformation ought to be watched carefully. From the splitting pupal skin will appear first the humped back of the mosquito, then slowly and carefully the head with its bushy feelers and long piercing beak, and, finally, the long slender legs. While all this is going on, the pupal skin serves as a raft upon which the soft-bodied, damp mosquito is safely supported until its wings and legs are unfolded and dried and hardened, and it is ready to fly away.

The winged mosquitoes may be kept some days in the hope that they will lay eggs, but this hope will probably not be realized. Only rarely do mosquitoes in confinement lay eggs. It is worth while however, to make the trial, altho the proof that the eggs and wrigglers are mosquitoes in egg, larval add pupal stages is complete without the actual observation of egg laying.

VERNON L. KELLOGG.

Sayings of the Children.

"Why, Freddie," exclaimed the mother of a precocious five-year-old, "aren't you ashamed to call auntie stupid? Go to her at once and tell her you are very sorry." "Auntie," said the little fellow a few moments later, "I'm awful sorry you are so stupid."

Father—'Look here, Tommy; what do you think of the new baby brother the doctor has just brought?" Tommy—"Why, he's got no hair! Oh! and he's got no teeth! You've been took in, father; he's brought you an old 'un!

Nellie, aged three, was out walking with her father one evening, but she soon became tired and he was obliged to carry her. "Is I vewy heavy, papa?" she asked, as he set her down a moment to rest. "Indeed, you are," he replied. "Say, papa," continued the little miss, "isn't you dest awful tickled zat I ain't twins?"

A little boy had come to school for the first time. The teacher, to encourage the children to speak, asked them simple questions, such as "How many feet have you?" etc. The cautious little man, however, listened without saying anything. At last the teacher, noticing this, said to him: "How many feet did you say you had?" Afraid of committing himself, he said: "Please, sir, I didna say I had ony."

Two Kinds of People.

No; the two kinds of people on earth I mean
Are the people who lift and the people who lean

Wherever you go you will find the world's masses
Are always divided in just these two classes.

And, oddly enough, you will find, too, I ween,
There is only one lifter to twenty who lean.

In which class are you? Are you easing the load
Of overtaxed lifters who toil down the road?

Or are you a leaner, who lets others bear
Your portion of labor and worry and care?

—*Ella Wheeler Wilcox.*

OUTLINE FOR THE STUDY OF BUDS.

MISS MAY KIMBALL—CHICO NORMAL SCHOOL.

Buds. When shall nature work begin? In the spring the flowers are blooming and are ready to be studied. They are here, and one would naturally conclude that the spring of the year would be botany time. But what about the preparatory work that is to lead the pupil up to the blooming flower?

A plant must be studied in its natural environments doing its life work.

Start with the lowest in a flower and work up. Buds seem to be the starting point for autumn botany, for from buds spring leaves and flowers and if thd branches and twigs of trees are studied and examined during their winter condition or in the fall of the year, the sleeping buds will be found, and here is an excellent chance to notice their presence, position, and arrangement.

In taking up the subject of buds it is well to have some definite plan of presenting the topics or points to the pupil.

The following outline, now in use at the State Normal at Chico may aid some teacher.

Buds.

I. Where found
  1. Sides of stems and branches.
  2. Ends of same.
  3. On roots—leaves, often from injury.

II. Why Buds in Autumn
  1. An early start next Spring.
  2. To push old leaves off.
    —Proof—
      a. Nature's risk
        1. To much rain
        2. Frost
      b. Protection
        1. Thick scales and gum.
        2. Wool inside.

III. Relation of Buds
  1. One above another
  2. Opposite each other
  3. In circles

IV. Age of Buds
  1. Growing until open
  2. Sleeping until warm weather

V. Buds that make leaves
  1. How tell
    a. By their shape
    b. By their length (examine)

VI. Buds that make flowers
  1. Covering
  2. Upper end
  3. Opening

VII. Tender Buds
  1. Which
  2. Why

VIII. Most important buds to the plant
  1. Reasons.

IX. Most important buds to us.
  1. Reasons

Do not attempt too much at one time.

One point or suggestion a day, worked out, boiled down, and ground in is enough. If the teaching is rigid and the pupil pushed in Nature Study the life of the work is choked.

Let the pupil be the investigator and the teacher the director and helper. A short time a day upon a sharp and strong observation of what is being taught is of more value than a year's study in a text book.

In taking up the above outline usually but one point can be brought out during the first lesson. Give a general talk on buds, and let the pupils tell what they know about them. Let them tell where they have seen buds on trees, and the knowledge obtained will be found very indefinite. Then comes the observation lessons. The waking up of the mind of the pupil to the beauty and activity everywhere displayed in nature. They will soon observe that in nature there is a life almost akin to their own, and each new fact will appeal most strongly to all that is good and noble in the child.

California Library Association.

OFFICERS:

President.....George T. Clark
Free Public Library, San Francisco.

Vice-President.....A. M. Jellison*
Mechanics' Institute Library, San Francisco.

Treasurer.....Miss Emily I. Wade
Free Public Library, San Francisco.

Secretary.....Frederick J. Teggart
Stanford University.

Executive Committee: Joseph C. Rowell, A. J. Cleary, C. K. Rosenberg, R. E. Cowan, Miss Caroline G. Hancock.

The September meeting of the Association was held Sept. 15 at the Free Public Library, the president, Mr. George T. Clark, in the chair.

In calling the meeting to order the President alluded, in feeling terms, to the loss which the association had sustained since its last meeting in the death of its Vice President, Mr. A. M. Jellison, late librarian of the Mechanics' Institute Library. The President thereupon appointed Messrs. J. C. Rowell and R. E. Cowan a committee to draw up a suitable resolution; on the committee reporting later in the evening the resolution was adopted unanimously by a rising vote.

The Secretary then read some correspondence which had passed between Hon. Frank Coombs, State Librarian, and the President of the Association, relative to the desirability of holding the November meeting of the Association at Sacramento. The President explained that it was the object of the Association to introduce a bill in the next Legislature for the establishment of "Traveling Libraries" thruout California. This could best be done, he said, with the co-operation ot the State Library, and it was largely to give an opportunity for the discussion of the matter that the Sacramento trip of the Association was to be made. It was also planned that the question of inter-library loans would be discussed at the same time.

In order that these questions might receive the widest possible discussion it was decided to issue invitations for the meeting at once and endeavor to make it a "California Conference."

The Secretary exhibited a rare pamphlet advocating the establishment of "free public libraries" in 1817. It was written by Dr. Jesse Torrey Jr. Possibly the most interesting point about the publication, tho it was the first to advocate the establishment and support of libraries at public expense, is the method proposed for securing the necessary support. Torrey argued "Books are the best thing in the world," "Spirituous liquors the worst," therefore the former should be maintained at the expense of the latter in a way as an antidote, and this he thought could be accomplished by a tax on 'Spirituous liquors' of a dollar a gallon. We are not aware that Dr. Torrey's scheme has ever been tried.

On the reqular program Miss Klink read a paper entitled "American Literature" pointing out how the literature of the country was suffering from the "hurry" of the age.

Mr. Robert E. Cowan read a most interesting account of the Bancroft Library, relating the circumstances which had led Mr. Bancroft to begin collecting books about California and the West.

Many interesting episodes were told of the manner in which the collecting was carried on and a description given of the objects of greatest interest in the library.

At the conclusion Mr. W. P. Kimball gave notice of a proposed amendment to the constitution providing for the election ot honorary members. He also introduced a resolution thanking Mr. Albert K. Smiley for his munificent gift to Redlands, Calif., of a building for its public library. Mr. J. C. Rowell proposed and Miss Klink seconded the resolution which was passed. The meeting then adjourned.

Traveling Libraries.

The Library Association of California has undertaken to secure, if possible, a system of "traveling libraries" for the whole State. It asks the good-will and support of all those who are interested in educational work.

The "traveling library" is in short a box of books which is sent out from a central bureau or clearing house to some outlying village or small town. There some appointed person looks after the books lending them out to borrowers and seeing that they are returned promptly. After the people of the community have got thru with the books they are packed up and sent back to the bureau or on to another community, in either case a new lot being sent to fill their place.

To establish an adequate system requires money, but it is hoped to find a means for inaugurating the system without calling, upon the Legislature for an appropriation next year. What will be asked then will be an authorization to start the system, probably using the State Library as headquarters to begin with.

Every teacher and educator in the State can do something to help this along by mentioning the matter to senators and assemblymen.

The traveling library systems in the United States have increased as follows:

	Libraries		Vols.
Feb. 8,	1893	1	100
May 1,	1897	939	47,671
May 1,	1898	1,667	74,058

They are destined to be a most important development within a very few years, for they answer the problem of supplying books to those who have not the good fortune to live in the larger cities.

Appreciation.

As when, sometimes in summer's sultry hours
The gardener thru the dry hot garden goes
With shimmering fountains from his dripping hose
To bring a summer rain upon the flowers,
That quickly gives to withering plants new powers,
To grow with free expansion and unfold
Fresh blooms triumphant, scarlet, blue and gold,
Which then with perfume all the air endowers:—

So approbation given here and there
Revivifies and cheers the human heart,
Charms from the soul its heavy doubt and care
And hope and action brings from dull despair.
Most wise and kind are they who use this art
Its healthful grace and purport to imprint.—*Lillian H. Shuey.*

Superintendents Foshay of Los Angeles, Pr tt of Portland, Bingham of Tacoma and Millspaugh of Salt Lake City are discussing an interesting topic with President Lyte.
—*From School Board Journal.*

SCHOOL DEPARTMENT.

EDITED BY CHAS. H. ALLEN.

Why We Eat.

Why do we eat? To this question most boys or girls would at once answer, "Because we are hungry." Some of the more thoughtful ones might add, "To keep from starving."

Push the inquiry a little further and ask, "Why are we hungry?" and the reply will come, "Because we want to eat." Change this to because we *need* to eat, and it is correct.

Hunger is the demand of the system for food as thirst is its demand for drink, or weariness its demand for rest. All these are in a somewhat broad sense, natural appetites. Hunger and thirst are most imperative, because most necessary to our existence.

Now let us see whence the demand for food—hunger, comes. In all animal life, food is necessary, for three purposes; these are growth, repair, and to maintain the temperature.

Growth.

The infant grows to be a man or a woman. During these years of growth a large amount of food is necessary to furnish the material for building up the body. Growing children need more food than adults, and with them hunger is almost a constant companion.

All thru this period of growth the other two demands continue, and for this reason the appetites of children seem, at times to be excessive.

When the growth has been attained the appetite gradually diminishes, nature demanding food enough only for the two other purposes.

There are, however, other times when the body has to be built up. Whenever thru illness, exposure or long abstinence from sufficient food, the body becomes emaciated, more food is then necessary, and as health is being restored, is demanded by a vigorous appetite. Convalescents are usually hungry.

Repair.

You have all of you noticed that most articles in constant use wear out and have to be repaired or replaced. Our bodies are in constant use. They also wear out. But the repairs are made much more deftly than we make them, when we have to repair anything.

As soon as a particle, an atom, has worn out and become useless, the blood, which you know is in constant circulation thru the body, picks it up, carries it to the proper place, and it is excreted. A large amount of this excretion is sent out thru the lungs, that is we send it out when we exhale.

That is why in a crowded room the air is so apt to be suffocating. It becomes charged with the worn out matter, mostly CO^2, and is soon unfit for respiration. The pores of the skin also send out much of this waste.

But as soon as the blood takes away this atom, if the body is well nourished—that is, if we are well fed, *it puts back a new fresh atom in its place.* In this way the repairing is done and we never notice it.

An hour's hard work, an hour's vigorous play, yes, even an hour's close study wears away a part of body or brain, or better, of both body and brain. In perfect health this worn out matter is immediately taken away, and the loss is replaced by nutrition assimilated from your food, taken perhaps many hours before.

And so the process goes on, wear and repair, continuously; varying a little, according to conditions that are ever changing. If a little more is taken away than is deposited, the body grows thinner, but if more is deposited than is taken away we "put on flesh."

There is one marked exception to this method of repair. The first set of teeth is removed, and new ones, larger and firmer come in their place, with a few additional teeth to fill out the enlarged jaw. This seems to have been so arranged because the jaws in childhood are not large enough for the teeth required in after life. You know how large those new teeth looked when they first came.

The hair and nails are built up somewhat differently. These grow from the roots, as plants do, thus replacing by additional growth what is worn or cut off.

Temperature.

Whatever may be the temperature of the air surrounding it, the human body, in health, shows 98°. In the Arctic regions, even in the Alaskan gold regions, the thermometer stands at from 20° to 40° below zero for weeks at a time. Yet people live there, in perfect health.

The most agreeable temperature in which to live, and probably the most healthy is from 65° to 70°. Now the temperature is continuously equalizing itself, that is, when two bodies are brought near each other, one of them warm and the other cold, the heat is rapidly given off by the warm body to the cold one, until they have the same temperature.

The air in which we live touches the whole exterior of the body, and a considerable part of the interior. How then can the body maintain its constant temperature of 98°? It must, as you see, be giving off heat most of the time. We rarely stay for any length of time in a place where the temperature is 98°. It is uncomfortable there.

A considerable, and in cold climates, the most of the food we eat, is used up as fuel. After digestion it is sent out in the blood, and is in the different parts of the body burned just as truly, if not so rapidly, as wood or coal are burned in a stove or a fireplace.

By remembering how much fuel it takes to keep a room at 70°, on a cold winter day, you can form some idea of the amount of food it must require to keep the body at 98°, with the surrounding air at a temperature of more than a hundred degrees lower.

You must remember there is no warmth in clothing; all that clothing does is to keep the heat from going off from the body too fast. You have, perhaps, seen a piece of ice wrapped up in a cloth, not to warm it, but to keep it from getting warm—melting.

In warm weather we need much less food than we need in cold weather, and a warmly clad person needs less food than one thinly clad. We require different food for what might be called fuel-food, than that required for either growth or repair-food.

Fat meat, the oils, and to a certain extent the sugars and starches are the fuel-foods. Men who live in the Arctic regions eat and relish seal blubber, almost all fat, and drink whale and seal oil as we do milk, tea or coffee.

There is little doubt that we should all enjoy better health if we made a greater difference between our winter and our summer diet than we do. In this State, where in most parts we do not have a severe winter, it is not so essential as in places where the variation of temperature is much greater.

Nature gives us a plain hint in this matter. In summer fruits and green vegetables are abundant, and should constitute a large part of our food, while in winter meats keep well, and our dried and canned fruits, all rich in sugar, are always to be had.

Special Provisions.

In perfect health the body is supplied not only with strong muscles (lean meat), enabling us to work all that we need to, but with a kind of heat-surplus, fat, or as it is called in physiology, adipose tissue, as a reserve for contingencies that may arise.

In illness, when the appetite fails, or when the digestion is not good, or if it chances that we are where the food supply is short, or in fevers, when the temperature of the body rises above 98°, and the burning up process goes on very rapidly, the adipose tissue is usually first consumed. This will often last for a long time.

In these cases the body first loses its plumpness. If conditions continue the muscles themselves begin to grow smaller, and the body becomes emaciated, and all this, if health is restored, has to be again replaced. This shows why convalescents have often, such ravenous appetites.

With some of the lower animals we have marked examples of the great value of this heat-surplus, adipose tissue. Some of the bears, the marmot, and many other animals go thru a period of hibernating. During the fall of the year, when their food is abundant, they store up adipose tissue, and when winter sets in,

they seek as warm a place as they can find and lie dormant, sometimes for several months,the temperature being kept up by the consumption of this tissue. If the winter be long they come out very poor-emaciated.

In this period of inaction there is but little wear,and so little repair is necessary; but the heart beats all the time, and breathing goes on slowly, and even these would wear out a body in time.

Practical Suggestions.

1. We should all eat abundant food, not too much; enough for growth, during the period of growth, for repair, and for heat-making. We should eat it with relish—enjoy it, as food then digests better.

2. Our food should be adapted to period of life, amount of work we do, condition of the body, and general temperature of the place where we chance to be.

The wonderful prevalence of fevers among our troops, while in the tropical climate of Santiago and Manila, was due, in no small degree, to their not observing the proper hygienic laws in regard to food.

3. A proper adjustment of our dietary to conditions and surroundings would prevent a large part of the illness and discomforts that annoy us.

The pupil who comes into school from an active working life on a farm, if he does not change his eating habit, both in the line of quantity and quality, will make poor headway in study. It generally takes some time for him to learn this, and often the first four or five weeks pass before the readjustment takes place. Observant teachers recognize this as the dull or sleepy period of the school.

Finally, we should eat to live, to keep ourselves in health,not live to eat, however agreeable eating may be. One can make his appetite his servant, or let it become his master. No one will question which is best.

October—California.

How clean the trees look since the first, short rain !
The dark comes quicker now; and with the sun,
Like patter of small feet, distinct and plain,
The dew drips in the roadways. One by one,
The leaves show yellow and wind-loosened pass
To rust unseen amid the withered grass.
And, in the silence, lo, the sluggish year,
Stirred by a vague dismay of vigor lost—
Each day adds sharpness to his growing fear.
See how he huddles at the thought of frost !

—*Warren Cheney in Youth's Companion.*

October—Maine.

Fire ! fire ! upon the maple bough,
The red flames of the frost.
Fire ! fire ! by burning woodbine, see,
The cottage roof is crossed.
The hills are hid by smoky haze;
Look, how the roadside sumachs blaze !
And, on the withered leaves below,
The fallen leaves like bonfires glow.

—*Marion Douglas in Religious Herald.*

Sayings of the Children.

Little Nell—"Johnny, what is a philosopher?', Brother Johnny (a little older)—"A fellow that rides a philosopede, of course ! "

Little James had been telling a visitor that his father had got a new set of false teeth. "Indeed," said the visitor, "and what will he do with the old set?" "Oh, I s'pose," replied little James, "they'll cut 'em down and make me wear 'em."

Little Nellie, the five-year-old daughter of a clergyman, had been listening attentively to a Bible story. "Now, Nellie," asked her mamma, "can you tell me what we must do before we can expect our sins to be forgiven?" " 'Course I can," she replied; "we've got to sin first."

A little girl who attends a Maine public school has quite an idea of nobility, as was evidenced by her reply to her teacher. The class had been reading about the king's family. "The teacher, wishing to inculcate the correct idea of royal descent, said: "Now, children, if the king and queen had a son, what would he be?" "The jack." was the quick response.

The Relative Value of Reading in Our Common Schools.

Our nation needs thinkers, men who can work with hand, heart, and brain—earnest ones. The political and social reformer strives to reorganize lives where habits, on the basis of inherited tendencies, have been formed. The above is a difficult, often fruitless task. One must start with tenderer, purer, more pliable material in the infinite task of character moulding, the aim of all true education, regardless of results—these must follow real effort.

Undoubtedly this material is our frail beginner. Placed in our hands, all in a moment, this all unconscious, all unasking, all wistful bit of humanity involuntarily is drawn toward us by that most blessed of all bonds, sympathy.

Which study in America's curriculum will most broadly develop this sensitive brain, this spark of indomitable will, this cheerful sunny heart ? Must not these be fully developed in every staunch American, in every scholar? "Free should the scholar be, free and brave" is Jordan's message to us.

Arithmetic is needful, must be rightly and strictly taught. Money may make men rich. It cannot make them free and brave. Reading only can do this. If books must guide him to the goal, interest in books must be developed in our beginner.

Swett says, "Teach beginners by a judicious combination of the word method, phonic method and spelling method." I have found this plan best. The following is my plan as nearly as I can give it to you:

1. The word as a whole in script until the child is able to write it.

2. Other words to be grouped with it for sentences.

3. When ten pages of script have been read the sounds are given. I see no harm in letting pupils get their sounds from the alphabet. As the sound occurs in a new word, find the letter for it in the script alphabet and form words by combining. Place the word on the board. Sound and spell. When ten pages of script can be read, as a drill exercise, pupils recite the script alphabet, sometimes in order, sometimes by skipping.

4. Other words placed on the board to be found by sound.

5. Proceed with lessons until twenty pages of script can be read from the board. Write words from memory. Short written spelling lessons are given.

Here the transition from script to print may be made, but in all cases this depends entirely upon the class. The children must be able to read a sentence by sight and with expression. If the pupils are ready, from three to five lessons in print, already read in script, may be taken without effort, in a day. Pupils will find no trouble in writing a printed word in script. In their written original sentence work they will be able to open their readers and hunt for words needed.

This method of advancing to a far point in script leads to thought reading and reading with expression, for the child having been over the work, easily grasps the thought of each new lesson, and unless foreign, reads with ready expression. There is also one other infinite value. He can be required to study and will be able to study his new lesson for himself. The sooner he is made to know that he can if he only will, the better his will, if I may call it so, is often sadly at fault.

Reading means much to the foreign beginner. He must learn to speak, mainly thru his reading lessons. Language cannot be taught, with results until he is able to write sentences and to speak a little.

In the second grade, reading with the class in concert helps. The teacher's voice as an undertone,guides; a poor reader's voice may often be guided by the teacher's in concert, providing that the reader knows his words, otherwise it may prove too much of a help to him. In the second and third grades if the pupil feels the thought he will read it with feeling. Here lies the worth of our literature. Thru the study of literature my pupils have gleaned much intelligence and feeling.

A plan to train pupils in looking for the thought is the written answering of questions on the reading lesson. The reading of written language papers is a good means of continuing script reading thru the fourth year. The group method is a preventive of word reading.

Regardless of the method by which it is taught, if reading develops a taste for books, for poetry, a love of great men, domestic and national pride, it is being rightly taught. Altho the progress may be slow, we must bear in mind, as a German author has written, "The surest progress is often the slowest." We may not live to see the fruits of our work. It will stand forth in years to come. Jordan has said that wherever an earnest soul has lived there is felt its influence.

O. E. T.

The Study of History From Historical Documents.

BY ROSE V. WINTERBURN

The Pilgrims.

Why the Pilgrims Left England for Holland.

[Written by William Bradford, who later became one of the governors of Plymoth.]

In the north parts [of England] many became enlightened by the word of God—and began by His Grace to reform their lives. The work of God was no sooner manifest in them, but presently they were both scoffed and scorned by the profane multitude, and the ministers urged by the yoke of subscription, or else must be silenced; and the poor people were so vexed as truly their affliction was not small. * * * But after these things they could not long continue in any peaceable condition; but were hunted and persecuted on every side, so as their former afflictions were but as fleabitings in comparison with these that now came upon them. For some were taken an clapped up in prison, others had their houses beset and watched night and day, and hardly escaped their hands; and the most were fain to flee and leave their houses and habitations, and the means of their livelihood. * * * Seeing themselves so molested that there was no hope of their continuance there, by a joint consent they resolved to go into the low countries, where they heard that there was freedom of religion for all men, which was in the year 1607 and 1608. * * *

Being thus constrained to leave their native soil and country, their land and livings, and all their friends and familiar acquaintances, it was much, and was thought marvelous by many. But to go into a country they knew not but by hearsay, where they must learn a new language, and get their livings they knew not how, it being a dear place, and subject to the miseries of war, it was thought by many an adventure almost desperate, a case intolerable, and a misery worse than death.

Why the Pilgrams Left Holland—By Governor William Bradford.

After they had lived (in Holland) about eleven or twelve years, and sundry of them were taken away by death, and many others began to be well stricken in years, * * * in the agitation of their thoughts at length they began to this conclusion, of removal to some other place. Not out of any new-fangledness, or other such like giddy humor * * * but for sundry weighty and solid reasons. Rather than endure these hardships (of life in Holland) yea, some preferred and chose the prisons in England, rather than this liberty in Holland, with these afflictions. * * * But that which was more lamentable, and of all sorrows most heavy to be borne, was that many of their children, by these occasions (and the great licentiousness of the youth in that country) and the manifold temptations of the place, were drawn away by evil examples into extravagant and dangerous courses, getting the reins off their necks and departing from their parents. Some became soldiers, some took upon them far voyages by sea, and others some worse courses, tending to dissoluteness and the danger of their souls; to the great grief of their parents, and the dishonor of God. So that they saw that their posterity would be in danger to degenerate, and be corrupted.

[So the pilgrims sailed to America and settled at Plymouth. The following is an account of the founding of Plymouth village, as recorded in the journal by Bradford and Winslow.]

After our landing and viewing the places, we came to the conclusion by most voices, to set on the mainland, on the first place, on a high ground where there is a great deal of land cleared, and hath been planted with corn three or four years ago; and there is a very sweet brook runs under the hillside, and many delicate springs of as good water as can be drunk, and where we may harbor our shallops and boats exceeding well; and in this brook much good fish in their season; on the farther side of the river much good corn land cleared. In one field is a great hill, on which we point (propose) to plant our ordnance, which will command all round about.

Monday, the twenty-fith day [of December] we went on shore some to fell timber, some to saw, some to rive (split), and some to carry; so no man rested all that day. * * * In the afternoon (of the twenty-eighth of December) we went to measure out the grounds [for two rows of houses and a "fair street"]: and we first took notice how many families were there, requiring all single men that had no wives to join with some family, as they thought fit, that so we might build fewer houses; which was done, and we reduced them to nineteen families.

The Massachusetts Bay Colonists at Salem Harbor.

Description of New England—By Francis Higginson, 1629.
Of the Earth of New England.

At Charles River is as fat black land as can be seen anywhere; and in other places you have a clay soil, in other, gravel; in other sandy, as it is all about our plantation at Salem; for so our town is now named. * * * But the abundant increase of corn proves this country to be a wonderment. Thirty, forty, fifty, even sixty are ordinary here; yea, Joseph's increase in Egypt is outstripped by us here. Our planters hope to have more than a hundred-fold this year. It is almost increditable what great gain some of our English planters have had by our Indian corn. * * *

Little children here, by setting of corn, may earn much more than their own maintenance.

Of the Water of New England,

New England hath water enough, both salt and fresh. The greatest sea in the world, the Atlantic Sea, runs all along the coast thereof. * * * The abundance of sea-fish are almost beyond believing; and sure, I should have scarce believed it, except I have seen it with mine own eyes.

Of the Air of New England.

The temper of the air of New England is one special thing that commends this place. Experience doth manifest that there is hardly a more healthy place to be found in the world that agreeth better with our English bodies. Many that have been weak and sickly in Old England, by coming here have been thoroly healed, and grown healthful and strong. And I that have not gone without a cap for many years, and durst not leave off the same, have now cast away my cap, and do wear none at all in the day time. * * * And therefore I do think it a wise course for all cold complexions to come to take physic in New England; for a sup of New England's air is better than a whole draught of Old England's ale.

Of the Fire of New England.

Thus you have heard of the earth, water and air of New England. Now it may be that you expect something to be said of the fire, proportionable to the rest of the elements. Indeed, I think that New England may boast of this element more than all the rest. For tho it be somewhat cold here in the winter, yet here we have plenty of fire to warm us, and that at a great deal cheaper than they sell billets and faggots in London, nay, all Europe is not able to afford to make such great fires as New England. A poor servant here, * * * may afford to give more wood for fire and timber * * * than many noblemen in England can afford to do.

The Privations of the Puritans.

In the beginning, many were in great straits for want of provision for themselves and their little ones. Oh, the hunger that many endured! and saw no hope * * * to be supplied, only by clams and mussels and fish. We did quickly build boats, and some went a fishing. But bread was with many a very scarce thing, and flesh of all kinds as scarce. * * * It was not accounted a strange thing in those days to eat samp and hominy without butter or milk. Indeed, it would have been a strange thing to see a piece of roast veal or beef or mutton; tho it was not long before there was roast goat. After the first winter, we we very healthy, tho some of us had no great store of corn. The Indians did sometimes bring corn and truck with us for clothing and knives; and once I had a peck of corn, or thereabouts, for a little puppy-dog. Frost-fish, mussels and clams were a releif to many. * * *

You have better food and raiment than was in former times; but have you better hearts than your fathers had? If so, rejoice in that mercy, and let New England shout for joy. Sure, all the people of God in other parts of the world, that shall hear that the children and grandchildren of the first planters of New England have better hearts and are more heavenly than their predecessors, they will doubtless rejoice and say, "This is the generation whom the Lord hath blessed."

The Pilgrims.

What effect was produced on the Puritans of northern England by the scoffing of their neighbors? What difference is shown in the treatment of the ministers and of the common people? What evidences of bravery are shown by these people in resolving to leave England? Whose consent was necessary? By whose consent did they decide upon the location of Plymouth village? Give six reasons for their choice. Who built the houses?

The Massachusetts Bay Colonists.

What reasons are given for satisfaction with the New England home? Would you think that this account was written immediately after the arrival, or had some time elapsed? To whom is the last paragraph evidently addressed?

NOT MENTIONED IN THE SCHOOL REPORT.

BY MAY F. GILES.

The teacher looks out at the lowering sky. It is six o'clock on a dreary morning and she has a journey of some ninety-five miles to make between that time and 12 M. of the next day.

Ninety-five miles! Surely that distance is nothing to be apprehensive about even if the sky does lower, three or four hours at most, in the warm, well-protected car-wait! *Were* it in a level country, in a warm, cushioned Pullman coach, going at thirty or forty miles per hour, perhaps there would be nothing to apprehend, but when the route is over steep hills, where the "roads," so-called, are merely a lower pile of continuous rocks than you will find on each side of it, where there are bridgeless creeks to be forded and the only vehicle an open "mud wagon" or "buck board" drawn by two horses of the breed referred to by the old driver who said, "When a horse is tough enough for a stage horse he's usually too mean for anything else." When all of these parts are given to make up the whole of a journey, lasting without intermission from 6 A. M. of one day to 12 M. of the next, with only brief stoppages for change of horses and stages, for dinner, supper, and a brief—O! how brief! three hours sleep, and you will not wonder that she gazes disconsolately at the gloomy sky.

There is no help for it, however. Monday morning must find her at her desk, so when the ancient "mud wagon" appears, she assumes as pleasant an expression as possible, mounts the seat and is off.

The sky grows darker still and big drops begin to fall. The teacher unfurls her umbrella but a violent wind compels her to close it. The driver, far from being the jolly Hank Monk of romance, growls at the weather, the stage company, and the conditition of the horses, the legs of which are swelled to twice their usual size by "mud fever." The roads are fearful. The stage climbs to the top of one enormous rock, plunges down the steap incline on the other side, climbs another, plunges again, and so on, *ad finitum*, like the enterprising locusts "that came and got another grain of corn" but never emptied the granary. The open wagon offers no resistence to the jolting and bumping. The luckless passenger is compelled to grip the back of the seat with all her might to keep from being thrown out. Her arms ache from the strain but she dare not let go.

The driver suddenly observes, "Why don't you make a fuss? You haven't growled a bit since we started!" In the midst of her discomfort the girl laughs. "Would it make the road any smoother?" she inquires, but moralizing is evidently thrown away on this unappreciative man. "Humph!" he comments disgustedly, "that don't make any difference. A read like this ought to be growled at on general principles."

The day grows wilder. The storm changes from rain to hail, then sleet, then snow, as they climb the mountain. The air grows colder. the teacher shivers under her thick wraps and thinks gratefully that the dinner hour is approaching, when that hope is blasted by the man in charge of the eating station where the horses are changed and the travelers are supposed to obtain refreshment. "Joe," he says as he brings out the horses, "You'd best not wait fur grub. The creeks is boomin' and you may not git acrost." "All right," says Joe as though missing his dinner is an entirely usual occurence. "You don't mind,?" to the teacher "No, no," she replies hastily, knowing from experience what is meant by the "booming creeks."

It is only eleven miles until they reach the foot of the mountain, but these eleven miles take *seven* hours to go, and it is one continuous bump and jolt. The storm, now snow, continues unabated. The station being reached a brief pause is made for supper, which both driver and passenger are ready for, and here they leave the stage for a sleigh in order to cross the mountain which is six feet deep in snow in the shallowest parts.

The storm kindly ceases but the sun sets clear and cold and a biting wind blows across the bleak mountain side. The teacher feels stiff, weary, sore and benumbed with cold. The people are very kind. They lead her to a glowing fire, bring her steaming cups of tea and comiserate her on the hardships past and to come. When they are ready to start a fatherly old fellow insists that she must have extra wrappings on her feet. He gets a barley sack, rips it up, cuts it in two parts, cornerwise, and bundles her feet up so that she cannot walk. They help her out, however, and put her into the sleigh. "Now you must hold on," they chorus. "What to,?" she naturally inquires, for the sleigh is simply an open wagon box on runners with a low backed buggy seat in front. The men all laugh good naturedly, and one replies. "Well, I don't see much of anything, myself, but Bob (the driver) he ain't very purty but I guess when you git to goin' down into them water breaks, you'll be glad to hitch onto him." This is evidently a stock joke and the kindly twilight hides "Bob's" blushes. Before morning, however, our heroine feels compelled to avail herself of the advice and "Bob" manifests a most obliging spirit, kindly calling her attention to all the bad places. Still she does not get through without coming to grief. She is cold and sleepy and hears "Bob's" voice from afar off "Hold on tight, now, this is an awful bad place." There is a bump, a sudden descent and she finds herself very wide awake lying in a snow drift directly under the heels of the horses. She is so bundled up that she cannot move and Bob has to get out and lift her into the sleigh. She feels quite shaken from the fall but is most effectaally waked up. When they reach the next stopping place where they remain until morning it is 3 o'clock. The teacher wastes little time getting to bed but seems to have barely closed her eyes when she hears a bell ring and finds it breakfast time. After breakfast they go on again in the "mud wagon." It is a cold, clear, frosty morning and the roads have thawed sufficiently to make it very slushy and disagreable. There is a repetition of the jolting and bumping and at noon time, tired, hungry, disheveled, covered with mud they reach their destination. For several days she feels the effects of the journey in a constant lameness and a violent cold but she is on hand Monday morning to open school.

Hon. W. T. Harris and others discussing how to spell pedagog.

Department of Supervision

Items of Interest for Trustees, Parents and Teachers.

State Board of Education.

JAMES H. BUDD ..... Governor, Sacramento.
President of the Board.
CHAS. T. MEREDITH ..... Supt. Pub. Instruction, Sac.
Secretary of the Board
A. H. RANDALL, ... Pres. State Normal School, San Jose.
E. T. PIERCE ..... Pres. State Normal School, Los Angeles.
C. M. RITTER, ... Pres. State Normal School, Chico.
MARTIN KELLOGG, ... Pres. University of Cal., Berkeley
ELMER E. BROWN, ... University of Cal., Berkeley.
Professor of Pedagogy.
SAM'L T. BLACK' ..... Pres. San Diego Normal School.

The Superintendent of Public Instruction writes on "spelling reform."

TO THE EDITOR:

I take much pleasure in noting the prominence given in THE JOURNAL to the recommendations of the committee lately appointed by the N. E. A. upon the matter of reform in the spelling of certain words.

I could wish that the list of words to be affected were larger but their extension is only a matter of time.

Education is what physicists call "work done" and in getting this result at the present day we depend very largely upon certain machinery.

This machinery is the art of reading, of calculating, of writing; and by writing I do not mean merely the ability to make signs representative of sounds or words, but that of expressing any and all of our thoughts and emotions.

A moment's reflection will show us that the earliest teachers were obliged to work largely without the aid of this machinery. Before the invention of the art of printing, education was what the modern artisan would call "hand made" and a knowledge of the arts of reading and of expression were confined to the few. The growth of knowledge was therefore slow. The invention of printing gave this growth a wonderful quickening and extended its benefits to every one. It has made the mastery of the art of reading and of writing a necessity to every one who would become learned.

Here an error which lurks in the minds of many persons may be seen. Many people think that the pupil who can read readily, spell correctly and write legibly is educated, whereas he is simply and practically only ready *to be educated.*

These arts are not education; they are merely the means of education; the machinery by which the true work of education is to be done.

At the present time it requires nearly the whole time of the pupil in his school years to become proficient in the handling of this machinery; in other words to learn how to read, to write and to spell. If now by any means we are able to simplify the learning of the handling of this machine we can allow the learner the time thus saved to be applied to the actual use of the machine in the acquisition of knowledge.

We learn to read in order to get ideas; to write and to spell in order to be able to express them and considerations of the economy of time, for the loss of which there is no recompense, should prompt us to make the machinery of education as simple as possible in order that more time may be given to the work of actual preparation for life.

With a phonetic alphabet and a natural system of arranging such alphabet, in spelling the words of our language, the curriculum of the primary and grammar schools might be shortened at least three years, and the pupils have that time to devote to the cultivation of their minds instead of the learning of useless forms.

Spelling reform must come; its advent is only a matter of time.

There are persons who object to it, it is true. There were those who objected when it was proposed to adopt a decimal currency in the United States instead of the English money, to which our people had become accustomed, but the change was made and now no one doubts its benefit; there are those who object to the decimal system of weights and measures, but it is coming and there are few teachers who have the hardihood to oppose it openly.

The subject of spelling reform was thoroly discussed some few years ago, but there are many of our younger teachers who may not have given it much attention and I write this in the hope that it may be brought to the closest scrutiny of them all. The teachers must move in the reform first.

Respectfully, C. T. MEREDITH.

The following are the words adoptod by the N. E. A: Program—(programme); tho—(though); altho—(although); thoro—(thorough); thorofare—(thoroughfare); thru—(through); thruout—(throughout): catalog—(catalngue); prolog—(prologue); decalog—(decalogue); demagog—(demagogue); pedagog—(pedagogue).

An Interesting School Tax Case.

A very interesting case involving the right of a Board of Supervisors to cut the county school tax rate below the minimun amount required by law, has been brought to issue in San Joaquin County. Under Section 1817 of the Political Code, "The minimun amount of County School Fund shall be such a sum as will be equal to six dollars for each census child in the county."

County School Superintendent George Goodell submitted his estimate to the Board of Supervisors of San Joaquin County calling for a county School tax of $45,120, the minimum of $6, for each of the 7520 census children in the county. When this estimate was presented to the Supervisors, that body contended that it had a legal right to take into consideration all school moneys on hand. Acting on this view the Supervisors deducted nearly $20,000 from Supt. Goodell's estimate. This $20,000 included the unapportioned State and county school moneys and all balances of school moneys in the county treasury to the credit of the various school districts of the county in September. After making this sweeping deduction the Supervisors levied a county school tax of ten cents on each $100 of valuation.

This action of the Supervisors caused considerable dissatisfaction. Finally the trustees of Fair Oaks and South School Districts consulted their attorney and served the following notice on the County Auditor:

THE NOTIFICATION.

To A. G. Keagle, Auditor of the county of San Joaquin, State of California; You are hereby respectfully requested to make the levy of the minimum amount of the county school tax for the present year as estimated by the County Superintendent and reported by said Superintendent to the Board of Supervisors of said county in accordance with the provisions of Section 1818 of the Political Code, as the said Board of Supervisors have failed to levy the minimun amount of said county school tax as recommended by said County Superintendent.

Your attention is called to the following facts, namely:

That there are 7520 census children in this county as reported by the last census marshal:

That the difference between the total amount of the State apportionment of school moneys for the county and the total sum required to be raised on the basis of $500 per teacher, is less than sufficient to raise a sum equal to six dollars per each census child in the county;

That under Section 1817 of the Political Code, the minimum amount of the county school fund shall be equal to each census child, namely, $45,120:

That the last amount was the minimum sum needed for school purposes for the present year as estimated by said Superintendent which was the duty of said Board of Supervisors to raise by levying a school tax as specified in Section 1818 of the Political Code;

That said Supervisors have neglected and failed to levy the tax for said $45,120 for the county school fund as estimated by said County Superintendent, which would require a tax rate of 18 cents on one hundred dollars;

That said Supervisors have fixed the county school tax rate at ten cents on one hundred dollars, which will only raise $26,313.95 for school purposes for the present year, which will leave a deficiency of $18,806.05 in the minimum amount required by law for the support of schools in the county;

That the sum to be raised for school purposes by said tax rate of ten cents is inadequate to pay the running expenses of the schools and the salaries of the teachers, and if the rate is not fixed as by law provided many of the schools in the small districts of the county will be closed long before the end of the school year for want of funds to keep them open.

J. F. Lynch, C. E. Howe, J. T. Van Wurt, H. B. Squire, J. C. Grider, Trustees of the Fair Oaks and south school Districts of San Joaquin county.

The County Auditor at once laid the matter before the District Attorney who promply rendered the fallowing written opinion:

To A. G. Keagle, County Auditor of San Joaquin county, California —Dear Sir: In response to your request for an opinion relative to your power to levy a tax for school purposes, I beg leave to reply as follows:

First—It is the duty of the County Superintendent of Schools of this county, on or before the first regular meeting of the Board of Supervisors of the county, in September of each year, to furnish the board and yourself, in writing, an estimate of the minimum amount of county school fund needed for the ensuing year. In making his estimate he must calculate the amount required to be raised at $500 per teacher; from this amount he must deduct the amount of the State apportionment, and the remainder shall be the minimum of the county school fund needed for the ensuing year; provided, however, that if this last amount is less than sufficient to raise a sum equal to $6 for each census child in the county, then the minimum amount shall be such a sum as will be equal to $6 for each census child in the county. These moneys constitute the county school fund, to be expended toward the maintenance of the schools.

Second—The Board of Supervisors are compelled by law to raise, as a county school fund, and as the minimum, an amount equal to $6 for each census child in the county. The board has the right to raise more than that amount, provided their levy does not exceed fifty cents on the one hundred dollars. In considering the estimate handed to it by the County Superintendent of Schools, and in providing for the minimum amount required as above stated, the Board of Supervisors may take into consideration any moneys on hand remaining in the unapportioned county school funds of the county, so that the amount already on hand in the unapportioned county school fund of the county, and the amount the board raises, taken together. shall equal the minimum of at least $6 for each census child in the county.

Third—If the Board of Supervisors have omitted to raise this amount, it is your duty to ascertain the number of census children in this county, multiply that by $6 per census child, deduct from this amount the amount raised by the Board of Supervisors, and levy a rate sufficient to raise the difference between what the Board of Supervisors have raised and the amount necessary to constitute the fund at $6 per census child, and add the same to the assessment roll of the county.

Fourth—No other moneys can be taken into consideration in raising this minimum amount, save and except those which remain in the unapportioned county school funds of the county. And moneys on hand to the credit of Fair Oaks school district derived from the sale of their bonds for building purposes cannot be taken into account, inasmuch as moneys so derived cannot be used for any other purpose than the one specific and authorized in the bond issue. No portion sf this money can be used or expended in excess of the authority permitted by the vote of the electors of that district creating the fund, Respectfully submitted

W. B. NUTTER,
District Attorney of San Joaquin county, California.
Dated October 3d, 1898.

Under Section 1819 of the Political Code "If the Supervisors fail to levy the tax as herein provided, then the Auditor must, and add it to the assessment roll. On receipt of District Attorney Nutter's opinion, the County Auditor promptly raised the rate.

The point at issue was a vital one not only to the schools of San Joaquin County but to the schools of the whole State. If Boards of Supervisors can take the law into their own hands in fixing the county school tax rate, the schools could be financially crippled at any time any Board so chose. The schools of San Joaquin County are to be congratulated on having won the r point, and having secured the minimum amount of county school funds clearly contemplated by the law.

A. J. Allen, a teacher of Oregon, left Jacksonville in disgrace, according to the *Times*.

Julia Powell Rice, formerly of Los Angeles, is now special teacher of music in the Santa Barbara schools.

The school funds of San Francisco are reported $90,000 short of the amount necessary to pay running expenses.

Dr. T. B. Leland, candidate for Supervisor in San Francisco, is a graduate of the San Jose Normal School.

School Director Thomas A. Burns of San Francisco has been indicted by the Grand Jury for fraud in connection with lumber deals for the school buildings.

C. H. Meeker of Escondido, Cal., a man of considerable prominence in educational circles, has resigned and left the county, having been accused of unnatural crimes.

The University Club of Los Angeles entertained President Lyte, Superintendent Greenwood, Secretary Sheppard and Superintendent A. G. Lane. The guests expressed themselves as highly delighted with the splendid facilities offered by Los Angeles for N. E. A.

The San Diego Board of Education has adopted the following rules introduced by Mr. Louis: "That this board will not engage or employ any teacher or employe who has not previously filed with the clerk of this board a certificate signed by a reputable physician that said applicant is free from tuberculosis or other contagious disease."

A number of the Los Angeles Normal School teachers met at the residence of President E. T. Pierce recently and formed a philosophical club for the reading and study of philosophy and philosophical questions. The club is to be an informal organization, and Dr. Van Liew was chosen as leader. Meetings will be held every Monday evening at the Pierce mansion, and the first study will be Bowne's "Theory of Thought." The members of the club are President and Mrs. Pierce, Dr. and Mrs. Van Liew, Miss Agnes Elliott of the Custer street school, Dr. Shults, Professor Davis, Professor Shepardson and Mr. Von Neumayer.

The Sonora *Banner* thus describes the condition of the school in that place: "The names of three hundred and fifty-one children are enrolled in the Sonora public schools. The number of rooms in use are five. The scholars in the different departments are: Miss M. A. Fahey's room, 40; Miss M. Gibbon's, 43; Miss H. Morlis, 54; Miss I. Hall's, 64; Miss M. Keeffe's, 70; Mrs. A. A. Miller's, 80. Think of 150 pupils being crowded into two rooms. That is a sin against the scholars and a curse placed upon the teachers. That is true badness, but it becomes doubly worse when the primary teacher is expected to handle 80 infants. 'Tis enough to send her to heaven. There should be another department. The trustees should at once raise the burden off the sardine frctory and give sufficient room to the tutor to breathe and for the pupils to turn around.

Rev. George R. Dodson addressed the Alameda Teachers' Club recently. He said: "German teachers say that the children there have little chance for study. Among the common people the children are overtaxed with work in the struggle for daily existence. Children at the tender age of three are found adding their feeble effort to that of older ones in the field. Boys of twelve years leave school to go home and cook the meals for the whole family who are busied at outdoor labor. These lower classes everywhere in France and Germany are always polite and good natured—in crowds, at the theatre, every place you fail to see the roughs that you find in those places in England and America.

Principal W. W. Stone of the Burnett school and President of the Lincoln League, has written a series of instructive and entertaining sketches of his reminiscences of Dewey when the latter was commander of the Colorado.

Portland, Oregon, needs larger school facilities.

Teachers' Meetings.

Northern California Teachers' Association, Chico, Dec. 1st and 2d.
The inauguration of President Graves, Seattle, November 10th.
San Joaquin Valley Teachers' Association, December 23d and 24th.
California Teachers' Association, Santa Ro a, Decemer 28 and 29th.

Plumas County Institute.

Superintendent Kate Donnelly held her annual institute at Quincy Oct. 11th to 14th. Harr Wagner and Joaquin Miller were present and took part in the proceedings. The program was unique in that all the forces centered upon school management, with Emerson E. White's book as the authority. The teachers were well prepared to take part in all discussions and each teacher had something of value to say on the subject. Mrs. Donnelly has a progressive body of teachers and Plumas County is fully abreast of the times in educational matters.

Superintendent A. P. Sanborn held his institute at Vacaville this year October 10th to 14th. Professor S L. Heaton and T. H. Kirk of San Bernardino were the instructors. He held a very interesting session. The two able instructors, Heaton and Kirk, proved to be both interesting and instructive. State Superintendent Meredith was present and took part in the proceedings.

Miss Julia Jones held her institute the last week in October. Professor T. H. Kirk of San Bernardino was the instructor. The Mariposa County teachers are always delightful and know how to make institute week pleasant and intructive.

Superintennent C. S. Smith of Siskiyou held his institute October 26th, 27th, 28th and 29th. Professor Washington Wilson, Harr Wagner and C. T. Meredith were the lecturers. The sessions were interesting and instructive. The institute passed special resolutious praising the educational work of Superintendent Smith. The teachers of Siskiyou made a notable gathering and are enthusiastic in their work.

Miss Kate Ames of Napa County held her institute October 10th to 14th. Professor Cubberly, Dr. Bailey and Dr. D. S. Jordan were the instructors. The teachers presented Miss Ames with a silver desk set as a token of their esteem.

Superintendent O. W. Grove held a very successful institute October 18th to 21st. Dr. Elmer E. Brown, Professor Bailey of the State University and Professor Cubberly of Stanford were the instructors.

Superintendent N. Messer of San Luis Obispo held his institute October 11th to 14th. The instructors were Professor Ardley of Berkeley, Miss Allie Felker of San Jose, Cal., and Professor H. W. Fairbanks of Berkeley and Dr. Dresslar. The teachers passed a series of resolutions commendatory of Superintendent Messer's educational work in the county.

The Weston Normal School, Oregon has received an appropriation of $15,000 from the legislature.

State Superintendent G. M. Irwin, presents the names and locations of the chartered institutions of learning in Oregon which have authority to grant their graduates State diplomas of this State:

Albany College, Albany; College of Philpomath;LaFayette Seminary, LaFayette; McMinnville College, McMinnuille; Mineral Springs College, Sodaville;Mt.Angel Seminary and College,Mt.Angel; Mt.Angel Academy Mt. Angel; Pacific College. Newberg; Portland University, University Park; Santiam Academy, Lebanon; Radical College of Philomath, Philomath; St. Francis' College, Baker city; St. Mary's Academy, Portland; State Agriculture College, Corvallis; University of Oregon, Eugene; State Normal School, Weston; State Normal School, Drain; Ashland Normal School, Ashland. and Willamette University, Salem-

The following list contains the names and locations of the privato Institutions of learning in the state:

Academy of Sacred Heart, Salem, Academy of our Lady of Perpetual Help, Albany; Bishop Scott Academy,Portland; Capital Business College, Salem; Divinity School, Eugene; Holmes Business College, Portland; Pacific University, Forest Grove; Portland Academy, Portland; Portland Business College, Portland; St. Helen's Hall. Portland; St. Mary's Acakemy,Jacksonville; St.Joseph's Academy,Pendleton;St.Joseph's Academy La Grande; St. Mary's Academy, the Dalles; St. Michael's College, Portland: St. Paul's Academy, St. Paul; State School for the Blind, Salem; State Deaf Mute School,Salem,State Reform School,Salem; and the Summer Normal School, Newport. State Normal, Monmouth.

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The Note of Sorrow.

"Laugh and the world laughs with you"
In myriad gay acclaim,
But weep and the note of sorrow
In human hearts is the same.

For varied the mirth of the joyous
As the color of hill-side flowers,
But as like are the tears of mourning
As drops in the autumn showers.—*Laura B. Everett.*

Sayings of the Children.

"I don't understand things," said Willie, gazing at the elephant. "Here's this elephant that can't read growing two beautiful big-papers cutters right out of his mouth!"

"What State has two capitals?"said a pretty schoolma'am. "Rhode Island, ma'am,"replied Benny Bloobumper. "What are they?" "Providence and Newport." "That is right. Has any other State two capitals?" "Yes, ma'am." "Name the State or States, please." "West Virginia, North Carolina, South Carolina, North Dakota,South ——" "Hold on there, Benny, and tell me the name of West Virginia's two capitals before you go any further." "'W' and 'V,' ma'am" replied Benny promptly.

Small Boy (looking up from history)—Papa, the Union soldiers were paid $13 a month. Seems to me that's awful small when a Congressman is paid $13 a day. Why ain't soldiers paid as much as Congressman? Papa—Soldiers, my son, do not fix their own salaries.

What Dreams May Come.

Thanksgiving day is almost here; the small boy fairly crows
To think of all the things to eat that he will soon inclose,
He dreams about the turkey big, and eke the hot mince-pie,
And other things that will within his little stomach lie.
But when beneath his little vest those goodly things have sped,
And he bids pa and ma good night and trundles off to bed,
Oh, what a difference there will be, and likewise what a row;
For then he'll have some other dreams he does not dream of now.

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President of Columbia University.

[Address at the 1898 meeting of the National Educational Association.]

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LITERARY NEWS.

The Forum for October has a great article by Mark Twain on the Drama.

The Art Amatuer for November is rich in illustration and exceedingly interesting.

Outdoor Studies by J. C. Needham is a handsomely illustrated book for nature work issued by the American Book Co.

No. 127 of the Riverside Literature Series by Houghton Mifflin Co. consists of "An Ode to Grecian Urn" and other poems by John Keats.

The Story of the English by H. A. Gueber, published by the American Book Co., is one of best of the excellent series of Select School Reading.

Appleton's Popular Science Monthly contains an instructive article for November on "Was Middle American People from Asia," by Prof. G. S. Morse.

Chas. F. Lummis, the editor of the *Land of Sunshine*, is improving each number. It is full of color and instruction for the students of the greater west.

Prof. P. L. Lord has issued a very handsome Course of Study for the Riverside Schools. It shows a most careful work, and a true appreciation of the best laws of modern educational thought.

The Review of Reviews for November is one of the richest numbers ever issued. The State Political Campaign, The Nicaragua Canal, The Army and Navy, etc., make it a number that all will enjoy.

Twelve Naval Captains. By M. E. Seawell. With portraits. Scribners. 60 cents net.

The series begins with Paul Jones and closes on James Lawrence of the Chesapeake, whose last words were, "Don't give up the ship."

Story of Rob Roy. Condensed by Edith D. Harris. Appleton & Co. 60 cents. 306 pp. Illustrated.

By omitting all lengthy descriptions of scenery, historical disquisitions on the times, and a few passages of dialog and monolog that are not essential to the progress of the story, Sir Walter Scott's famous novel has been reduced to such proportions as a child can handle. Some older people, too, can now find time to acquaint themselves with this masterpiece of English literature.

Poems of American Patriotism. By Brander Matthews. Scribners. 60 cents net.

A collection of about fifty patriotic poems by American authors, arranged in chronological order as a war commentary on our national history. It contains all the old favorites from Emerson's "Boston" to Longfellow's "Ship of State," and reminds us of many another only less familiar, such as Walt Whitman's "O, Captain! My Captain!" and Bret Harte's "John Burns of Gettysburg."

Brief History of California. By Theodore H. Hittell. Prepared for use in schools by R. D. Faulkner, Principal of Franklin Grammar School, San Francisco. Book 1. Stone Educational Co., San Francisco, 1898.

We commend the initial volume of this splendid book to all teachers and students of Californian history. Mr. Hittell and his work are too well known and too widely honored to need our praise, but we may be allowed to welcome his "Brief History" in its new school form. The first part, now issued, covering the period of "Discovery and Early Voyages," is intended for use in the sixth grade. Instead of commencing with the creation as did our forefathers, we can now begin our study of history with the discovery of our own State. Other States and countries must wait their turn.

Improvements.

Los Angeles Normal School.

The principal changes in the faculty this year are in the department of music which will be under the direction of Miss Jennie Hagan, who is well known in the musical world in this city, and Miss Bruere, who will take the place of Miss E. E. Moore during her illness.

During the summer months the entire Normal School building was renovated and the walls in the halls and class rooms are now beautifully tinted, with a firm, hard finish which will not rub off and on the sand-finished walls has a very soft, restful appearance. The assembly hall has also been tinted and frescoed and the walls adorned with a number of fine large pictures. Over the doorways are four large Partheon slabs and two marble figures are set on pedestals on either side of the platform. The directors of the school are justly proud of the assembly hall, which is undoubtedly the finest one in this part of the State and is equalled in few if any of the normal school buildings in the West. New music rooms have been conveniently fitted up for special work in that department.

The biological rooms have been finely refitted. In one corner a winding stairway has been built, leading to the round tower where much of the rough work will be done. In the principal room new tables have been built for microscopic work and opening from this is the private office and work room of the principal of this department, Prof. B. M. Davis. There is also a small room for material and apparatus opening from this. In the hall is a large case containing fifty fine microscopes and an adjoining room is conveniently arranged for work with the solar microscope.

Prof. Pierce is constantly working toward the systematizing of normal work in departments, and a large number of rooms have been arranged for the various branches. In the geographical room are convenient tables for map-drawing and a case of 2000 pictures for practical work. About 120 portraits of eminent men of letters, scientists, etc., have been neatly framed and hung in the various rooms, and there are a large number of mythological pictures which will also be placed on the walls.

Prof. Pierce has also introduced in some of the rooms a new crayon board, painted in dark olive green, which affords an excellent surface for work, is entirely free from the glare of the ordinary blackboard and is very restful to the eyes. The Board of Education is now considering the advisability of using the same board in the public schools of the city.

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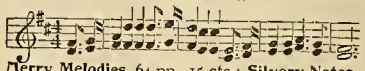

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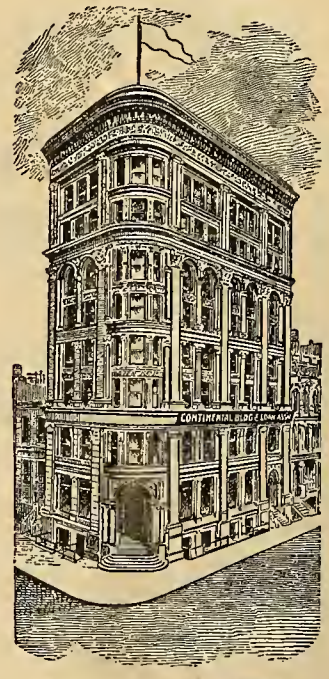

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THE WESTERN Journal of Education

NEW SERIES—VOLUME III.
OLD SERIES—GOLDEN ERA—VOL. XLIII.

SAN FRANCISCO, DECEMBER, 1898.

NUMBER 12
ESTABLISHED 1852

ook to the Rose that blows about us
—"Lo,
Laughing," she says, "into the world
I blow:
At once the silken Tassel of my
Purse
Tear, and its Treasure on the Garden
throw."
—*Omar Khayyam.*

Lo! Hail!
to
Santa Rosa
The Teachers' Mecca
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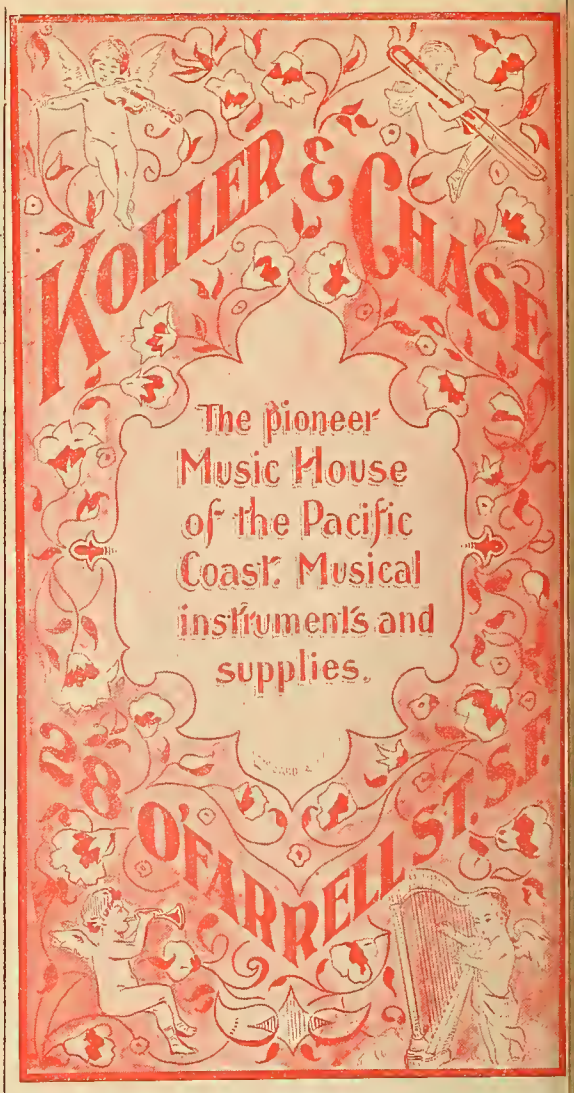

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THE WESTERN JOURNAL OF EDUCATION

NEW SERIES—VOLUME III
OLD SERIES.—GOLDEN ERA—VOL. XLIII.

SAN FRANCISCO, DECEMBER, 1898.

NUMBER 12
ESTABLISHED 1852

Publisher's Notice.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage and good will of the Golden Era, established in San Francisco in 1852.

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ADVERTISEMENTS—Advertisements of an unobjectionable nature will be inserted at the rate of two dollars a month per inch.

MSS.—Articles on methods, trials of new theories, actual experiences and school news, reports of teachers' meetings, etc., urgently solicited.

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HARR WAGNER, Editor,
THE WHITAKER & RAY COMPANY, PUBLISHERS

Entered at the San Francisco Post Office as second-class mail matter.

The Official Organ of the Department of Public Instruction of the State of California.

How to Spell.

A committee of the N. E. A., consisting of Wm. T. Harris, F. Louis Soldan and T. M. Balliet, reported on the following list of words with simplified spelling which were adopted for use in all publications of the N. E. A. Program—(programme); tho—(though); altho—(although); thoro—(thorough); thorofare—(thoroughfore); thru—(through); thruout—(throughout); catalog—(catalogue); prolog—(prologue); decalog—(decalogue); demagog—(demagogue); pedagog—(pedagogue).

The rites and ceremonies of Christmas have an educational value that is not realized. The gifts are baubles and toys, are sweet things and fancy articles, are trash and worse sometimes, but the giving. It has its lessons. No child ever remembered its playmate on a Christmas morning who did not receive a blessing. No man has ever opened his purse, or done some little act of kindness on a Christmas day that the star of Bethlehem did not shine more brightly for him. It is the one day in all the year that the manger is more than a palace to the human race. The halo on the brow of the Christ-child is for the one day a halo on the Christian world. Christmas day is a day of stars in the midnights of our existence, and to the pagans it is midnight all the time. It is very old fashioned to talk to you, the reader, but the editor knows so many of you personally, and the clientage of the JOURNAL is so personal, that just for Christmas morning we will drop the formal we, and we the editor will step outside the office and say, "I wish you all a merry Christmas."

GREAT DATES.

Fresno Dec. 21, 22, 23, '98.
Santa Rosa Dec. 27, 28, 29, 30, '98.
Los Angeles July 5-10, '99.

CHRISTMAS JOTTINGS.

The sweetest Christmas music is the unsung song in the heart of a thankful child.

* *

If you cannot give anything else to your loyal friends, the childred—give them a smile.

* *

If you teach Fairy Stories all the year, one week before Christmas, at least, mention the Babe of Israel.

* *

There is more pleasure in giving than receiving to a man who has just received a pair of ear mufflers in California's balmy climate.

* *

There are few people who know how to give. It is a science. The matter of giving is not measured by the size of one's purse but the largeness of one's heart. It is also as important to give the right thing as it is to applaud in a theatre at the right time.

* *

The saddest Christmas of all is for the mother who sees a vacant chair, the toys laid carefully away, and knows the childish voice is for ever hushed. All silence, silence, all a memory, except memory itself.

* *

Subscribe for the Western Journal of Education. That the JOURNAL goes into every school district of the State is no reason why teachers should not take it, individually. The copy that goes to each district clerk is for the school library. At the same time it affords an easy and sure means of communication between the State department of education and the several public school officers.

If the JOURNAL is what we are trying to make it, it contains much that is worth more than a cursory reading, much that it will profit teachers to study, much that will be valuable as matters of reference, hereafter.

Many of the articles are intended as suggestive guides to teachers, and may be of value for future as well as present use.

The teacher who has a file of the JOURNAL to which he can readily refer has a marked advantage over one who must rely on his own ingenuity or on the vague remembrance of something hastily read.

The true professional spirit should lead teachers to contribute to and subscribe for their own State educational journal. With the State patronage the paper can do without them, possibly—better than they can do without it. With a paid subscription list of 3000, and that is what it should be, the JOURNAL could and would be made the equal of, if not superior to any other educational journal published. Subscribe for the JOURNAL.

The Pedagogical Department of the University is now doing some very practical work in the training of teachers. The practice department is in charge of Dr. Dresslar, for three years connected with the Los Angeles Normal School, and T. L. Heaton, for several years superintendent of the city schools of Fresno. Under these men students are being trained in actual teaching in the public schools of Oakland and Berkeley. In the fall term of 1897 half a dozen students were put to work an hour a day in the Oakland schools. Before this the practice work had consisted only of visiting schools. It was now to consist of teaching as well as observing. In the spring term of 1898, forty-five students found opportunities to teach in the public schools from three to five hours a week. Upon this work they received lectures, together with careful supervision in this teaching. Sometimes a student taught, and the suggestions made in actual teaching have made a deep impression, The JOURNAL hopes before many years that the University will have a practice school entirely under its direction.

* *

At Placerville Institute—"Our greatest work as teachers is in re-educating ourselves. None of us have been as well taught as we wish to teach. Each generation must take a step beyond its predecessor. To teach better we must constantly revise our own education from the very beginning. Whatever is worth teaching to a child of four or six is worth knowing. Study music, study drawing, because these are best worth your own knowing, and best worth teaching to the children."

* *

At Sacramento Institute—"The teacher is a stair builder, building from the regions of the known to the unknown. If the steps are too easy, the climber is wearied but not strengthened. If the steps are too high, over-straining even will not allow them to be surmounted. The unskillful teacher leads the child against a blank wall, where, in vain endeavor, he bumps his shins and his toes. A skillful teacher sees where the step is beyond the child's strength, and regrades the work to suit the capacity of the learner. Do not ask the child to attempt that which is beyond his reach, but rather to stretch toward it to grasp."

* *

A Word With You.—The December JOURNAL is our Christmas gift to you. Replete in illustrations; rich with the ideas of the men noted for thinking along the lines of value in your work; up with the times in the news and educational features of its articles. Where can you pick up in the United States a more complete journal than we give you this month. In the table of contents you find from the University of California, Prof. C. B. Bradley's suggestions on literature; from Stanford University, A Study of Dante, as considered in Prof. E. H. Grigg's department of ethical literature; from Stockton, Rose V. Winterburn's original document for the study of History, and Mrs. Mae Simms' charming stories for second grade work. From San Jose you get Chas. H. Allen's Christmas talk, poems, and Normal School articles. From Chico Miss May Kimball writes of how they teach reading in the Normal. Frederic L. Burk writes of the man in whom we are all interested, G. Stanley Hall. Jennie L. Huber from Sacramento illustrates a lesson in Our Fourth Reader; it is a beautiful page, attractive to the eye and sense. On another page you will find a poem by Carrie Shaw Rice of Washington and a charming picture of a charming woman. You will also find a complete account of the great convention to be held at Santa Rosa, and the attractive features of that locality. Carroll Carrington who makes his words fit his ideas as a Parisian tailor fits clothes to the human form, says suggestive things about public schools and the newspapers. There are notices of books, and the conventions at Chico, Fresno, and teachers' institutes. Even the advertising pages are filled with interesting announcements for your work. Then as a climax to it all we present you with a beautiful group picture of the State Board of Education County Superintendent elect and City Superintedents the handsomest and most intellectual group of men and women ever published in this country. If the JOURNAL is not worth the price—Your money back—!

* *

Santa Rosa has become quite a convention city. Within a short time this city has entertained the state conventions of the Knights of Pythias, Native Sons State Grange, and several smaller organizations.

The arrangements for the State Teachers' Association are nearly completed. The local committee has secured abundance of hall accommodations. The Athanæum, the theatre of Santa Rosa, will seat 1800 people. This will be used for the general sessions of the Association. It is within two blocks of the best hotels, and all the meeting places of round tables are within a short distance. There are ten halls for round tables seating from 150 to 700 persons each, or a total of 3800. These will furnish the best hall accommodations the Association has ever been given.

The citizens and hotels are preparing to entertain a large number of visitors in their proverbially hospitable manner. The rates charged at the hotels will be their usual rates of from one to two dollars per day. The local committee is making a register of private boarding places, and this committee will establish headquarters where they will be able to furnish information regarding board to all who prefer private board or whom the hotels cannot give accommodations.

Thruout the sessions of the Association the teachers of Santa Rosa and Sonoma county will keep open a reception room in the Athanæum building. They hope to be able to furnish every opportunity for visitors to become acquainted. This reception room and the attending committees will be at the service of the visitors.

The beautiful high school building will be opened to the visitors on Tuesday evening, when the citizens of Santa Rosa, under the auspices of the Ministerial Union, will give a reception therein to their guests. Santa Rosa rightly prides herself in having a high school building which is especially adapted to modern high school methods.

Sonoma has more school districts than any other county in the State. Her one hundred and forty districts employ two hundred and twenty-three teachers. Eight years of faithful service by ex-Superintendent Fannie McG. Martin placed the county schools on a high plane where they have remained during the past four years under the supervision of E. W. Davis and Carl H. Neilson, the present superintendent. The county has just elected Miss Minnie Coulter, a Stanford graduate and a teacher of experience, to superintend the schools during the next four years.

There are four flourishing high schools in the county. They are located at Cloverdale, Petaluma, Sonoma and Santa Rosa.

The schools in Santa Rosa, where the Association will meet, are among the most progressive in the State. For five years they were under the supervision of F. L. Burk, now superintendent of the Santa Barbara schools. The present superintendent, E. M. Cox, has held his present position for two years. The growth of these schools has been constant. From an enrollment of one thousand four years ago they have grown to one thousand four hundred. The schools have for many years been under the direction of prominent citizens on the school board who have no political favors to dispense.

GREAT DATES.

Fresno Dec. 21, 22, 23, '98.
Santa Rosa Dec. 27, 28, 29, 30, '98.
Los Angeles July 5–10, '99.

THE CALIFORNIA TEACHERS' ASSOCIATION

SONOMA COUNTY PROSPEROUS AND BEAUTIFUL

SANTA ROSA an attractive Convention City; Sonoma County, marvelous in resource, beautiful in scenery, unsurpassed in healthfulness of climate and environment and unequaled in its educational facilities.

The interest of the teachers of the Greater West is now centered in Sonoma County and the town of Santa Rosa. It is therefore proper that some space should be given to the attractions of Sonoma County.

Description.—Sonoma lies west of the main Coast Range mountains, the summit forming the eastern boundary. The highest peak is Mt. St. Helena, 4,329 feet, being a conspicuous landmark, visible from every part of the county. The southern boundary line is only 28 miles from San Francisco, thus bringing it within easy reach of this great mart of trade. At least 200,000 acres are valley land, very rich soil, being a black loam; 200 000 acres are rolling or high table land; 200,000 acres are foothill lands, adapted to many kinds of agricultural and horticultural products. At least 100,000 acres of mountain land are adapted to grazing, about 80,000 acres are redwood timber land of the most magnificient growth. The greatest length of the county is 55 miles and the width is 40 miles It is divided into a number of valleys. Beginning at Petaluma, the largest valley in the county extends northerly in a particularly continuous belt all the way to Cloverdale, The Sonoma Valley begins at the bay, south of the town of Sonoma, and runs northerly 20 miles.

SONOMA COUNTY COURT HOUSE.

Water.—The boundary line on the bay is 18 miles. The Pacific Ocean shore line is more than 60 miles, with several small harbors. The principal streams are: The Russian river, flowing southward thru the center of the county to Healdsburg, where it is deflected to the west and enters the ocean. Petaluma Creek is the name of a tidal stream which meanders the marshes of the bay shore, and is navigable for vessels of light draught. Sonoma Creek enters the bay in the southeast part. There are numerous small streams in all parts of the country. The rainfall is considered ample for ordinary crops and trees, and failure of crops never occurs for want of water.

Productions.—Sonoma is the largest grain-producing country in the State. Corn is raised extensively in Russian River Valley. Along the southern portion of the county large quantities of hay are raised. The northern and western portions of the county are fine dairy regions. The eastern slopes are found to be exceedingly well suited to fruit and hop raising. The country raises every variety of production, such as almonds, apricots, apples, cherries, figs, mulberries, nectarines, oranges peaches, plums, prunes, pomegranates and quinces, besides grapes in variety, and the small fruits. There are large olive orchards in Sonoma Valley.

Stock Raising.—The hills are covered with a heavy growth of atural grass, which affords feed for various kinds of stock. Petaluma is a center for fine horses, having direct importers and breeders of blooded stock. Several of the leading farmers also pay particular attention to the raising of blooded cattle.

Some Things for Which Sonoma Is Noted.

There are more olive trees in the county than in any other county in the State, except Santa Barbara. In apples it is the second county in quantity. It has more pear trees than any other county. It exceeds in quinces, it stands second in figs, and in prunes next to Santa Clara. Sonoma has more acres in vines than any other county. Hops are also one of the main productions. The dairy product is very great. There are over 1,000,000 fruit trees in the county. Forestville had a chair-factory established 35 years ago, that has made over a half million chairs. Valley Ford has a flour mill, built in 1853. The Geysers are noted the world over. The petrified forest has immence trees completely petrified. The Russians established Fort Ross in 1811. Sonoma raised the Bear Flag in 1846. A Roman Catholic mission was established in Sonoma in 1823. Mark West and Skaggs Springs are noted as health resorts. There are nearly a dozen flour and about 20 saw mills in the country.

Grapes and Wine. Sonoma County has more acres in vines than any other county. Sonoma County wine has a high standard in the markets of the world, and has been awarded many medals for superior vintages. One vineyard near Santa Rosa has a capacity of 1,000,000 gallons.

Climate.—The climate is all that could be desired for business or health. The late General Vallejo wrote: "I have been in California 79 years and lived in every locality from San Diego to Shasta. I have studied every ravine, river, and lake, and am familiar with all climates. I have had experience with my place (Sonoma) over fifty years. and I tell you oranges grow here everywhere in sheltered localities. I have lemons equal to those grown elsewhere, and oranges as sweet as any. I planted those fifty years ago. At nine years they began to bear and have steadily increased every year."

Timber.—Sonoma County possesses immense forests of timber. Along the western portion of the county, especially in the Russian River bottoms, there are some of the finest timbered sections in the State, with extensive sawmills, producing from 12,000,000 to 15,000,000 feet of redwood lumber annually. There is considerable laurel and madrone. Chestnut oak abounds, furnishing the best tan bark. The live oak grows in large quantities in nearly every section of Sonoma County. The burr oak is found in all the valleys.

The Schools.

Sonoma County has always been noted for its fine schools. The teachers of this county have always been a prominent factor in the educational conventions of the State. And its superintendents notably Fanny McG. Martin, E. W. Davis and C. H. Nielsen have always been leaders.

First Citizen—Why didn't you go to the war ?

Second Citizen—Well, between you and me, I didn't know the Spaniards were such bad shots.

1.—Santa Rosa, northeast from Court House.

2.—Santa Rosa, southwest from Court House.

3.—Interior View of Santa Rosa Library.

4.—Santa Rosa High School

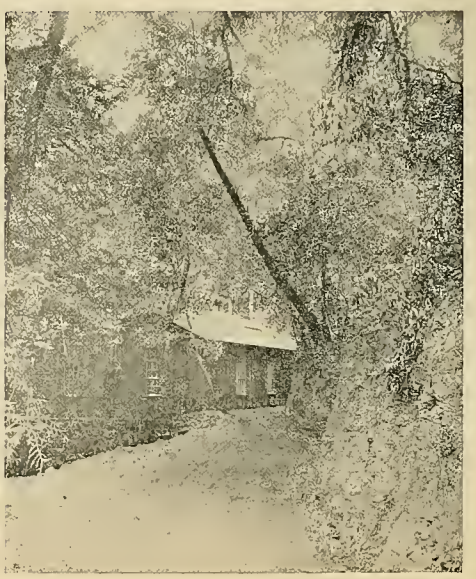
5.—Santa Rosa, northwest from Court House.

IN THE REDWOODS AT GUERNEVILLE.

BOATING SCENE ON RUSSIAN RIVER.

VIEW OF OCCIDENTAL.

INTERIOR VIEW OF PUBLIC LIBRARY OF PETALUMA.



FISH HATCHERY OF THE S. F. & N. P. R. R.

CARL H. NIELSEN.

Supt. Carl H. Neilsen has done much to make the meeting of California Teachers' Association a success. It was his eloquence and popularity that secured the convention for Santa Rosa, and he has worked for the past year to perfect arrangements for the entertainment of the educators. Supt. Neilsen, since he succeeded E. W. Davis, has made a splendid record. He has made a number of excellent innovations in the conduct of the office, including methods in bookkeeping, in keeping clerks, trustees and teachers posted on the financial affairs of the district. He has also furnished a map of each district to the schools and has been helpful to trustees, parents and children.

PROGRAM
OF THE
California Teachers' Association,

THIRTY-SECOND ANNUAL SESSION,

Santa Rosa, Cal., Dec. 27th. 28th, 29th and 30th, 1898.

Officers for 1898.

C. W. CHILDS.....*President*.....San Jose
MRS. MARY PRAG.....*Vice-President*.....San Francisco
H. C. PETRAY.....*Vice-President*.....Livermore
MRS. M. M. FITZ GERALD..*Secretary*..... 1627 Folsom St. S. F.
F. K. BARTHEL.....*Assistant Secretary*..San Jose
FRANK F. BUNKER.....*Railroad Secretary*..Santa Rosa
C. W. MARK.....*Treasurer*.....3722 Twentieth St. S. F.

Local Committee of Arrangements.

SUPT. CARL H. NIELSEN.....*Chairman.*
FRANK F. BUNKER.....*Secretary.*

MISS JESSIE R. SMITH	E. M. COX.
MISS CARRIE HOOD	W. C. ROBERTS
MISS JUANITA CONLEY	D. E. MARTIN.

Announcements.

The Sonoma County Teachers' Institute, which will be held in conjunction with the session of the California Teachers' Association, will convene Monday, Dec. 26, 1898, 11 A. M., Superintendent C. H. Nielsen, Chairman.

The Council of Education will meet Dec. 26, 1898, 1 P. M., State Superintendent Charles T. Meredith, Chairman. All interested in the work of the Council are cordially invited to attend.

All Speakers will be held strictly to the time limit. The proceedings will, as heretofore, be published for distribution. Each speaker is requested to furnish the secretary, Mrs. M. M. FitzGerald, two typewritten copies of his or her address—one for the press and the other for the annual report.

Headquarters for the Executive and Local Committees have been established

Bureaus of Information and Registration will be maintained at

Mail may be sent in care of the secretary of the association.

Hotel Accommodations may be secured from one dollar per day upward. For information address E. M. Cox, Santa Rosa, Chairman Local Committee on Entertainment.

Railroad Rates. The S. P., S. F. & S. J. Valley, and the S. F. & N. P. Railway Companies have granted the usual one and one-third fares. The Pacific Coast Steamship Company has granted a rate of one and one-half fares. Reduced rates will in no case be given to any person who has not paid the membership fee of one dollar.

Directions. If on the S. P. or S. F. & N. P. R. R., purchase a first-class ticket to Santa Rosa. If on the S. F. & S. J. Valley R. R., or the P. C. Steamship Company's route, purchase your ticket to San Francisco. Take a receipt for the amount paid on the blank form, which you may get by applying to the R. R. secretary, Frank F. Bunker, Santa Rosa, or to your city or county Superintendent. Those going by way of the P. C. S. S. Co.'s route will get their blank forms by applying to the company's local agent. Upon arriving in San Francisco, take either the S. P. or the S. F. & N. P. R. R. to Santa Rosa. If you take the S. P. you must get their receipt in order that you may get their one-third fare in returning to San Francisco. This is unnecessary in taking the S. F. & N. P. R. R., as this line will recognize the receipt given by the other company.

RECEPTIONS.

Tuesday Evening, Dec. 27th, a reception will be tendered local and visiting teachers by the Ministerial Union of California.

Thursday Evening, Dec. 29th, the Alumni Association of the State Normal Schools will hold their annual reception.

Social Hall, Athenæum Building, will be open during convention week, and a Reception Committee will be found ready to extend Santa Rosa hospitality to all visiting teachers and their friends.

Program of General Sessions.

To be held in the Athenaeum, Fourth and Humboldt Sts.

MONDAY, DECEMBER 26th.

11 A. M. Institute of Sonoma County Teachers
1 P. M. Convention of California Council of Education.
HON. CHARLES T. MEREDITH, State Superintendent of Public Instruction.....*Chairman*
SUPT. J. W. McCLYMONDS, Oakland.....*Secretary*
PROF. GEO. H. HOWISON.....Berkeley
PROF. FERNANDO SANFORD.....Palo Alto
P. M. FISHER.....Oakland
J. W. LINSCOTT.....Santa Cruz
PROF. IRVING STRINGHAM.....Berkeley
MISS LUCY M. WASHBURN.....San Jose
JAMES A. BARR.....Stockton
WASHINGTON WILSON.....Berkeley
JAMES A. FOSHAY.....Los Angeles
PROF. O. P. JENKINS.....Palo Alto
T. L. HEATON.....Berkeley
DR. E. E. BROWN.....Berkeley
ROBERT FURLONG.....San Rafael
R. H. WEBSTER.....San Francisco

7:30 P. M.—Music.
Address—Dr. Jacob Voorsanger, Temple Emanu-El, San Francisco.

TUESDAY, DECEMBER 27TH.

9 A. M.—Music.
Address of Welcome on behalf of the citizens of Santa Rosa—Mayor Sweet.
Address of Welcome on behalf of the teachers of Sonoma County—Carl H. Nielsen, Superintendent of Public Schools, Sonoma County.
Response and President's Annual Address—C. W. Childs, San Jose.
Music.
Address—"Evolution of the American System of Public Schools," Hon. John Swett, Ex-State Superintendent of Public Instruction.

RECESS.

Address—"The Powers of Suggestion—A Chalk Talk," D. R. Augsburg, Director of Drawing, Oakland.

RECESS.

TUESDAY, DECEMBER 27TH.

7:30 P. M.—Reception to Teachers of the State by the Ministerial Union of California.

WEDNESDAY, DECEMBER 28TH.

9 A. M.—Music.
Address—"Some Prospects of Californian Civilization," Prof. William Carey Jones, University of California.
Address—"The Teachers and the Community," A. E. Kellogg, President San Francisco Teachers' Club.
Address—"Teachers' Clubs," Miss Jane Seymour Klink, San Francisco Teachers' Club.
Address—"The School and the Home," Miss Eliza D. Keith, San Francisco Teachers' Club
Music.
Address—"Coming Education," Hon Charles T. Meredith, State Superintendent Public Instruction.

RECESS.

Business Meeting for election of officers, choice of next meeting place, etc., etc.

RECESS.

7:30 P. M.—Music.
Address—"Education of the Feelings," Dr. G. Stanley Hall, President Clark University.
Address—"A Trip to Europe," Hon. Irving M. Scott, Union Iron Works, San Francisco.

THURSDAY, DECEMBER 29TH.

9 A. M.—Music.
Addrsss—Prof. Washington Wilson, Berkeley.
Address—"Motor Education," Dr. G. Stanley Hall, President Clark University.
Address—"The County Institute and Some Other School Matters," Hon. Thomas J. Kirk, State Superintendent of Public Instruction, elect.

RECESS.

Report of Council of Education.

RECESS.

7;30 P. M.—Music.
Address—"Social Life in Japan," Prof. Bernard Moses, University of California.
8:30 P. M.—Annual Reception of Alumni Association of State Normal Schools of California

FRIDAY, DECEMBER 30TH.

9 A. M.—Music.
Address—"Some Observations," Dr. Alexander Graham Bell, Washington, D. C., Inventor of Bell Telephone.
Address—"How I Became a Captain in the Greek Army," Prof. Walter Miller, Leland Stanford Jr. University.
Remarks—Prof. Joseph Le Conte, University of California.
Report of Committees.

RECESS.

Address—"Food and Nutrition," Dr. G. Stanley Hall, Clark University.
Miscellaneous Business.

ADJOURNMENT.

Round Tables.

Department of Manual Training and Industrial Education.
Philip M. Fisher, Oakland..... *Chairman*

Department of School Legislation.
H. M. Bland, Santa Clara..... *Chairman*

Teachers' Annuities.
Cecil W. Marks..... *Pres. S. F. Teachers' Annuity and Retirement Ass'n.*

Department of Kindergarten Education.
Mrs. E. W. Dohrmann, Stockton..... *Chairman*

Department of Languages.
Dr. Henry Senger, Berkeley..... *Chairman*

Department of English.
E. M. Cox, Santa Rosa..... *Chairman*

Department of Music.
Mrs. J. P. Rice, Santa Barbara..... *Chairman*

Department of Nature Study.
Prof. Volney Rattan, San Jose..... *Chairman*

Department of History.
Prof. Bernard Moses, University of California..... *Chairman*

Department of Child Study.
Dr. C. C. Van Liew, Los Angeles..... *Chairman*

Department of Mathematics.
R. H. Webster, San Francisco..... *Chairman*

Department of Physical Culture and Hygiene.
Dr. James A. Black, San Francisco..... *Chairman*

Department of Education of Deaf, Dumb, Blind and Feeble Minded.
Dr. A. E. Osborne, Eldridge..... *Chairman*

PLAZA AND CITY HALL—HEALDSBURG.

INTERIOR VIEW OF ORANGE EXHIBIT HELD IN CLOVERDALE IN 1897.

CARROLL CARRINGTON

CARROLL CARRINGTON

THE greater West has its Brete Harte, its Joaquin Miller, its Ambrose Bierce. and it also has its Carroll Carrington. He is young. He is also very old. This old youth never had an adolescent period. Modern pedagogy could get no facts to collate common to the universal child from his experience. Crawford, superintenant elect of Alameda County was his tutor, and like Phillip of Macedon he is glad that he was born at a time that he could have the Oakland Aristotle for his teacher. Oakland, Santa Cruz and San Francisco have been the places where he has existed, but he has lived by the catholicity of his view in the entire world with a no fence law privilege. The Sunday *Call* during his brief career as editor of it was noted for its high standard of excellence. It was not yellow but good old gold color into which, all other colors melt. It was not long however, until Frank Bailey Millard who has a subtle genius for discovering the real thing, opened the door of the Examiner building to him, and as a special on the Sunday *Examiner* and editor of the great weekly, his judgment and pen have both proved of value to the West's greatest daily.

The School Boy and the Newspaper.

BY CARROLL CARRINGTON.

It is with a somewhat dubious acquiescence that I fall in with the JOURNAL editor's notion that I should write for the pedagogs an article on journalism and the public school kids. It may be the solemn conviction of that learned gentleman that I shall do this in the form of an essay. If the prospect of writing an essay isn't enough to terrify nine writers out of ten, it nevertheless is sufficient to discourage any writer whose purpose is to furnish something that other people will read. The nine writers out of ten may go ahead and write their little essays with all the confidence of a photograph fiend snapping a camera in the dark, but it is the tenth writer (who shys at the essay proposition, kicks over the traces and runs away in forty unexpected directions) who will collide with the novelty of getting read.

My idea of an essay, I fear, is too irrevocably associated with the blue-eyed maiden in the commencement day tradition—periodically revived in the flesh—whose thoughts end at the toes of her new shoes, and whose vocabulary ends nowhere, nor covers half as much. She is charming as far as her frock goes, and even farther; but the dear girl is about as interesting as an essayist as a kitten delivering an oration on How to Fly. I often wonder why heaven doesn't inspire somebody in authority to rise up in meeting and say a few boisterous things about this absurd custom, with a fist-banging of desks and an arm-cutting of the air just to shake the cobwebs out of a few traditionists' intellects. Indeed, this may already have been done in some neighborhoods. Having been graduated out of that favored air, the writer is no longer closely in touch with the current ways of schooldom, and can only hope that the essay has been permitted to decline in popularity as much in the esteem of graduates as it has in the minds of such of the graduates' suffering friends and relations as he casually encounters in the outer by-ways of life.

Now if this Yellow Journalist, with the hardy irreverence of his class, has not by this time antagonized all that is respectable in his readers and prepared their minds to disbelieve whatever he may thereafter have the temerity to assert upon the real subject of his discourse, let us proceed with our muttons and have no more talk of essays. This may turn out a song, or it may turn out a sermon, but after it has duly turned out one thing or the other I'll be bound that the JOURNAL editor will not recognize it as an essay even if he should meet it on a platform with a blue ribbon around its neck.

It is something of a question whether a newspaper is a good thing for a child of elementary schooling age to read. I may submit to the few teachers who chance to remember that I was once a person of that tender description, that I read a vast deal more out of their sight than in, and made the newspaper a large part of my curriculum. It does not do everyone so much harm, but the example is worth cherishing by the negative side of the argument. Certainly it can do some harm to any child, and to many an older person as well. In its impartial dangerousness to the old as well as young it resemble the Bibles. During my infantile browsing among daily newspapers I used occasionally to nose into the Bible in a noble spirit of investigation, equally athirst for knowledge in both fields. And I remember that I found some things in the latter enclosure which did me no more good than a perusal of the latest divorce scandals in the newspaper. Indeed, my youthful morals (which a Christain mother had instilled into me) rather turned from the Bible scandals to the lighter and cleaner ones in the newspapers. And they turned from the latter to things in the same paper which were not scandals, as they turned from the bad in the Bible to the profitable and the wise.

Of course there is a difference in this comparison. Parents teach their children from the scriptures and explain the things in them which it is good to know. If they would exercise a corresponding care in directing their youngsters' perusal of the morning news the youngsters would become well informed without becoming sensational. A child can receive a fairly complete practical education from reading a good newspaper regularly. Many scholars of advanced years overlook this or sneer at it, while the world goes on unrolling its marvels every day in the mirroring newspaper, leaving them ignorantly grinning in a dark corner over a piece of petrified dodo or the wing of an extinct butterfly.

I do not believe that the bad things in a newspaper can spoil a good child, and I know that the valuable news in it can educate a bad child—as well as a good one. The taste of the young reader will dictate his choice of matter; and he will take to heart only the part which interests him above the rest. A kid who can relish murder simply because he reads of it is pretty well on his way to the scaffold before ever he sees a newspaper. The paper does not hold crime up as something to be emulated, but rather as something to be deplored and punished. It is the first agency to bring the criminal to account, and its reporters frequently are the most successful in locating the criminal when he is trying to evade capture or detection. In its counseling the newspaper is always scrupulously proper. Its worst offense is publishing the unsavory side of life along with the savory.

It is human to disparage. No human being could be happy ten minutes without expressing disapproval of something. The individual is born with a suspicion of everything in sight, and as he grows older he has to be educated to respect even his own father. At school he jeers at the children he doesn't know, and makes personal combat an essential preliminary to their acquaintanceship. Until he understands the value of his books he despises them and fills their pages with amateurish cartoonings expressive of his contempt. His teacher is an enemy for whom there can never be any quarter; he lies awake at night to plan that person's discomforture. All these propensities are the common heritage of ninety per cent of our civilized people—it would be superfluous

to enumerate the more particular phases of the same natural disposition. So much for the individual. The crowd is what we have to deal with. Observe a boy walking by himself on his way to school. He is silent and meditative—silently meditating mischief, perhaps, but none the less quiet for that. Suddenly he reaches the school yard. With a bound he joins a stampede ot other youths and goes howling about the playground like an Indian in a war dance. Congregation inspires expression. If in union there is strength, there is also an impulse for a demonstration. One man alone does not dislike his newspaper so much as each of two men together dislikes it—and a community of men who hitherto had never thought of the matter at all when they read their papers separately at their respective breakfast tables may be seized with a wild desire to excel in their condemnation of it any fellow who rises in public to call their attention to its imperfections. Everybody who wants to condemn at all wants to condemn a little harder than his companions. It becomes a contest of witty invective against the paper—a chorus of rival witticisms in which the real object is obscured and ignored. For the ecstatic gratification of evoking another's smile at his own wit, the average man would criticise the wrinkels his mother had earned while sending him to college. He would do it thoughtlessly, you may say, and I quite agree with you. He does most of his criticising thoughtlessly. The man who deliberately considers a thing before he criticizes it is an extraordinary genius.

While it is the fashion to howl at the newspapers, people will shut their eyes and howl at them. And so long as the wholesale denunciation lasts, just so long will the bedlam be without reason or sense. There is large room for discrimination; when the public comes to the point of analyzing its grievances it will find some that are justifiable and many that are not. The ultimate verdict will be that the newspaper is as nearly perfect as the public will permit it to be. I refer always to the "yellow" newspaper, as it is generally the brainiest. We may excuse an intelligent wrong, but never a stupid one. And if people would understand that an intelligent newspaper does not intend to go wrong so much as it intends to please the public they might take a solemn look in the mirror and reflect that it isn't so reprehensible after all.

It is well enough to decry sensationalism. It would be well enough, and better, to erradicate sensationalism from the minds of the little fiends in knee-trousers who play the devil in school and whose after lives are continuous chapters of sensationalism until age tones them down into gray-bearded philosophers. I do not believe that newspapers hurt the morals of the people half so much as the natural impulses of most of the people pervert the morals of the newspaper.

HOW THEY TEACH READING AT THE HICO NORMAL SCHOOL.

BY MAY KIMBALL.

Suppose the new word is bell, and it is to be taught in the sentence, "I have a bell."

Describe the object to the children with a great deal of enthusiasm and get the children interested by letting them guess what the object is.

Then let the teacher hold up the bell and call upon one of the pupils to tell what she has. The child will probably say "A bell."

Then ask, "Who has a bell?"

"You have."

"Now tell me all about it," and the answer will invariably be:

"You have got a bell."

"Yes, but tell me the story and leave out the [illegible] 'got.'"

"You have a bell."

It is best to secure the correct expression from the children tho it may take some time. Every reading lesson is a language lesson.

Give the bell to one of the children and ask him to tell the story about the bell, "I have a bell."

The teacher may fail in getting the expression, "I have a bell," but if she does she can hold up the object and say, "I have a bell." Then call upon one of the children who will very likely respond, "I have a bell."

Let each child hold up the bell and tell his or her story. They will be delighted to do this and by the time two or three have held the bell and told the story the timidity will be wearing off.

Vary this form of expression with the first, until the children respond readily with the correct statement. To continue the oral work, let one child hold up the bell and call upon another for the story. The expression will be, "She has a bell," or "He has a bell."

This oral work is to awaken thought in the mind of the child by means of objects, and to give to the thought correct oral expression.

Now return to the first statement, "I have a bell" and let the teacher ask the children if they would like to see the crayon say, "I have a bell." She then writes on the board in a strong legible hand. "I have a bell," and asks one of the children to read it. The teacher writes the story several times on the board, and the childeen will each time read the story. Probably some will simply say "bell," but if the teacher repeats after them quickly, "I have a bell," they will soon grasp the statement.

Then write the word *bell* several times on the board and call attention to the long loop in the b—the short loop of the e—and the long loop in each l.

The object of writing the sentence on the board is to awaken in the mind of the child the thought contained in written expression, and to enable him to express this thought in the language used,

This is a twenty-five minute lesson—it cannot be taught in twenty-five minutes unless the teacher is quick and bright, is alive to her work and is full of her work.

After the lesson has been taught it is well to have a picture drawn on the board of a bell and the word bell written beneath it. This will help to keep the picture of the word in the minds of the children:

The next step is to write and the first efforts will be copying what they see upon the board.

The board or papers must be ruled to obtain the correct size of the letters, While directing the holding of the pen, the slant and size of the letters, the teacher may incidentally speak of the l's, the m's, the b's etc., and the children will soon know the letters and be able to name them.

These object lessons are continued day after day, but the order and the objects must be varied or there will be a tendency on the part of the pupils to look for the final work of the sentence to determine the story.

The teacher should select such objects to be studied as circumstances require. When the object itself cannot be obtained a toy or even a picture may be used. The book that is to be studied may serve as a guide for the new words.

A visitor at a school, during geography lesson, asked a brigh? boy, "What is the axis of the earth?"

"An imaginary line passing from one pole to the other, on which the earth revolves," answered he, proudly.

"Yes," said his examiner, well pleased, "and could you hang a bonnet on it?"

"Yes, sir."

"Indeed! And what sort of a bonnet?"

"An imaginary bonnet, sir."—Indianapolis Journal.

A Christmas Story.

Photographed from life for the WESTERN JOURNAL OF EDUCATION

'Twas a long time ago, say about eighteen twenty,
When matches were scarce and bellowses plenty,
In a neat litle home, just outside of the city,
That there lived a young lass whom her people called Kittie.
She had pets for her comfort, and toys to amuse,
More of either, I think, than a young girl can use.

On the night before Christmas the clock had struck eight,
And Kittie was sleepy, but wanted to wait
Until mamma came home from a visit to town:
So doffing her clothing and donning her gown
She drew the big chair close up to the fire,
The blaze from which mounted up higher and higher.
She waked up old Tabby, and calling for Rover,
Sat down to think all of her Christmas hopes over.
She picked up the bellows that lay in the corner,
And sat up, as happy as little Jack Horner.

Old Rover looked up, in his sad, quiet way,
As if wondering what his kind mistress would say,
While Tabby, afraid, but too jealous to hide,
Crept cautiously up on the opposite side,
Being ready, if all seemed just right, for the fun,
But if Rover looked cross, to spit, bristle and run.
Just look at the trio, so happy and quiet:
Would you know how much comfort there is there, just try it.

"Now, Rover," says Kittie, "tonight's Christmas eve,
A time when good children expect to receive
Nice presents from Santa Claus, and for my share
I have hung up a stocking, see how it hangs there,
And mamma has gone to Santa Claus kind
To whisper what presents are most to my mind;
And for fear that my stocking would be much too small,
I have borrowed my grandma's to hang on the wall."

"Now big dogs and pussy cats don't care, you see,
For candy and dolls, and dishes for tea;
And if you did care, it could not be so,
For kittens and dogs don't wear stockings, you know;
And I guess," and she thoughtfully threw back her curls,
"There's a Santa Claus only for good boys and girls.
But then, in the morning quite early, come here,
You shall each have a present, so never you fear;
Right under my stocking, an elegant bone
Which Rover may take and gnaw all alone;
And Tabby, whose coat is as flossy as silk,
Shall find there a saucer of excellent milk."

Now while Kittie was talking, her hearers to please,
She made each point clear by giving a squeeze
To the bellows, which puffed away into the blaze
In a way to make any one start with amaze.
But tired and sleepy, at last she grew still
And her head dropped one side, as sleepy heads will;
Old Rover lay down with his nose on his paws
As if patiently waiting for Old Santa Claus.

And the cat softly purred, as she quietly crept
Into Kittie's warm lap, where she silently slept.
Here we bid them good night, with the hope that to-morrow
May bring "Merry Christmas," without care or sorrow.

C. H. A.

Some of the Lessons of Christmas Day.

BY CHAS. H. ALLEN.

Of all the holidays that occur during the year Christmas is looked forward to by most persons with the greatest pleasure. It is a festival day, bringing joy and gladness to thousands of homes; a day when boys and girls, even if they have outgrown Santa Claus and the stocking by the fireplace, expect, and in most cases receive presents from those who love them.

It is probably true that many children are so much interested in what they hope to have for Christmas presents, and afterwards in the presents themselves, that they forget what the day really is.

Let us see if we cannot come to a clearer understanding of the day and what it shou'd mean to us. You all know what a birthday is, for you have one every year, and it is doubtless celebrated in some way every time it comes

Your birthday, however, is usual.y celebated only by your own family, altho if you have a birthday party, others may come and aid you in its celebration. But, at best, there will be but few to engage in it.

Sometimes we celebrate the birthday's of great men. The 22nd of February, Washington's birthday, is celebrated by nearly our whole nation. This is because he was a very great man. The day is, in most states, made by law a public holiday.

The Fourth of July is another birthday, the birthday of our nation, and you all know how widely that is celebrated. Not only all thru our own country, but even in foreign lands, whenever two or more Americans can get together, they celebrate what we call the "Glorious Fourth"

But Christmas day is a birthday celebrated far more widely than any of these. All over the Christian world, beginning on Christmas Eve, the day is recognized as the day of days. In all of England, in the most of Europe, in parts of Asia and Africa, as well as in many of the islands of the sea, Christmas is observed in much the same manner as we observe it—an almost universal holiday.

And all this is in remembrance of the fact that eighteen hundred and ninety-eight years ago, as we reckon time, there was born in the city of Bethlehem, a little baby boy. Born, not amid pomp and splendor, not even with the ordinary comforts of life, but in a lowly manger, surrounded by "the beasts of the field"—for when his parents came up to visit Bethlehem "there was no room in the inn."

Is it not a strange thing indeed that so many millions of people, year after year, unite in honoring the birthday of this manger-cradled babe? And yet his birth is the real reason for our keeping Christmas day.

It is not for me to tell you the story of the wonderful life of this baby boy. You have heard much about it, and you will, all your life, be hearing much more. You will learn that we get but two short glimpses of this life until the boy became a man: that when he became a man he began to teach, "Speaking as never man spake;" that for three years he went about doing good and teaching the people, and that he was then put to death on the cross.

You know where to find this whole story, simply told, and you should read it very often and very thoughfully. As you grow older you will come to know that the full lesson of this life is "The Greatest Thing in the World." If in addition to the simple story in the Gospels the older ones of you can read The Prince of the House of David, and Ben Hur, it will help you to understand why we keep Christmas.

Now let us think what is the very best way to celebrate the birthday of so beautiful and sacred a life.

On your own birthday, you often receive presents from your relatives and friends. These gifts mean that your friends love you and are glad that you were born; and as you grow older you will learn to prize these gifts more and more for this meaning instead of for their money value.

You will read that on the very first Christmas day, the wise men brought gifts to the little babe in the manger—gold, and frankincense and myrrh—the best treasures they had. But as you cannot do this, what should you do? Do not think too much of what you are to receive, but rather what you can do to make this a happy Christmas day for others.

First; if you have any ill-will toward any one, let this day blot it out, for its first lesson is, "On earth peace, good will toward men." Second, as you cannot give gifts to this once baby boy, remember those who are in want, the poor or afflicted, for one of the best lessons He ever taught us is this: "Inasmuch as ye have done it unto one of the least of my brethren, ye have done it unto me."

There are two facts that children, and sometimes older people, are slow to learn; and yet you will, I hope, by and by learn that both are true. However much pleasure the presents you receive give you, in almost every case they give a far greater pleasure to the givers; and if it happens, as it often does, that there is something fitting that you particularly want and that your parents are unable to get for you, their inability to give is the cause of more pain to them than the lack of the gift brings to you. It is often so much more blessed to give than to receive.

The other fact is this: Whenever you harbor ill-will toward a person—it gives you far more unhappiness than it does him. He may be sorry every time he thinks of it, but you will be positively unhappy every time you see him, or think of him. You perhaps remember, in more than one case, the happiness that came from a full reconciliation.

If you take these two lessons to heart, you will have learned very much that will enable you to have a "Merry Christmas."

Elocution in the Public Schools.

BY ALICE P. LUDLAM.

ALICE P. LUDLAM

I CONSIDER it an epoch in the history of the art of elocution when an educational journal that has the standing of the WESTERN JOURNAL OF EDUCATION that its editor and manager has solicited an article on elocution in the public schools, not because I am not sensible of its educational value but because educators keep such a stubborn front against it that it takes a bold man to tread upon such questionable ground. When properly understood and taught, I know of no one study that has a greater value as a character builder and making a man a man able to cope with the varied experiences in life, than the study of elocution and dramatic art. I have practically retired from the field as a teacher and reader, am not looking for a job hence can speak freely and perhaps be believed. I am sensible of the fact that we are much at fault that this state of affairs exist among educators on the Pacific Coast. We have been frowned down for so many years that we have not taken our profession as seriously as we should, but is not that the case in every other branch of education? It is just as hard to secure a superior teacher in mathematics or English as it is to secure a superior teacher of elocution; that there should be no ground to taboo the one and not the other, yet who would think of dropping mathematics or English from the curriculum of the public school and yet for the same reason they barr elocution? What is elocution and where is its value in the schools? I am going into no hair-splitting definitions but will use the word in a general sense.

The attention is given to developing the breathing capacity first, as that makes voice, then the voice is trained for purity. volume, resonance, projection, etc., and I am sure anyone attending any of the state or county institutes can count on their two hands, the speakers from the most learned and celebrated down, that understand the projection of voice well enough to be heard in a room with a seating capacity of four hundred.

Then comes the moulding of that voice into words by the use of the elementary sounds, and how many college professors do you know who can correctly form those sounds? Then comes the analysis of the printed thought and how to best express that thought.

The body is trained to do its supplemental work by gesture. The emotions are then developed, and all is crowned by a study of man in all conditions of life, with specific reference to the art of portrayal. To sit down and read Shakespeare is not like seeing a master of dramatic art portray his characters. To read a great poem does not give the average man as clear an insight as if he adds to it the thrill of the human voice true to the thought expressed therein. Just a little wrong emphasis often obscures a thought that otherwise might be plain. To be a good elocutionist or actor means a life of sacrifice, to understand and use the principles means to be a well controlled man. A child should lay the foundation of a life, and a life work in the school in which it is trained. To breathe well means health, to use the voice well means a proper exercise and position of the muscles and organs grinding and controlling the voice against which nothing can be said. The training of the body to obey the mind and act only according to its dictates is certainly not a bad thing to learn. To be able to translate the written word into a live picture, is not a bad thing to learn; to be able to speak our mother tongue with correct enunciation, to learn to pronounce all the words we use or read, is certainly not a bad thing to learn, to be able to delve into literature to learn what the mitre means and make it a living thing to our companions, is certainly not a bad thing to learn. To have one's heart throb with all the heights and depths of sorrow, woe, love, mirth, laughter and tears, and portray those throbbings is certainly not a bad thing to learn. Then why don't you have it in your schools? Why not drop some of the present superficial work and delve into what helps man to be a better man?

MRS. ALICE P. LUDLAM'S PUPILS.

THE NORMAL SCHOOL AT SAN JOSE.

BY CHAS. H. ALLEN.

On the morning of Friday, November 4th, a class of eleven having completed to the satisfaction of the faculty the course of study, training and practice prescribed, was graduated from the Normal School at San Jose.

Their names are as follows :

Marvin L. Benson, Olga M. Ehlers, Ernest Ellsworth Hough, Maude M. Martin, Helen E. Marcus. Ida May Nelson, Alma E. Plumb, Ethel May Pyle, George D. Parkison, Yosemeta Ralston and Jessie D. Wood.

The exercises were very simple, occupying only the first morning period. After the regular opening exercises the principal of the school awarded the diplomas, and after a song by the school a short address was made by Miss Lucy M. Washburn, one of the teachers. Miss Washburn said:

"The little band of students who go out into the world from us today have wished that among those to say good-bye to them should be the one who has been longest their class-teacher.

"I thank them heartily for this evidence that the connection has been a pleasant one to them as well as to me. The one thing that we elder teachers in this great and growing institution remember with most affectionate regret, in respect to its comparative days of smallness, is the opportunity we then had for personal acquaintance with all the students. The double charge given the class-teacher affords opportunity for some such acquaintance with a portion at a time of the present great school, not only along the lines of single study, but as to the student's wider range, general progress and personal circumstances. It thus opens the door to that living intercourse that is half the student's education and more than half the teacher's joy.

"This class, tho not a large one, in some sense represents a new departure in this school. It is the first time that half, or more, of a class have been graduates of high schools before they came to us, and have had the work of those high schools accepted in lieu of a part of the Normal School course. Not that we have not had high school graduates here before for many years back and during the past five years in largely increasing numbers. But the definite recognition of their high school work and the attempt thus to form a combined course of high school and normal school study began two years ago this fall. It fell to my lot as class teacher to watch the results, and it has been the good work of the class that entered then, of those who went out lately, those who yet remain a little longer, and those who compose one-half of the present graduating class, it has been their good work that has sealed the success of the experiment and enabled the normal school to offer this year's entering high school graduates even a closer welding of the work they have already done with that they are to do with us. It is a good time, then, to consider how these results compare with our usual unbroken normal course.

"There are balancing advantages in having a full course of study in one institution or of dividing it between two. Any good institution tries to make its curriculum a coherent, well-balanced whole, in which each part bears upon every other. More than this, the work of a normal school is in a way distinct from that of any other school; it is truly professional, not only in the classes technically, so called, but in every class from the very day of entrance. The teacher's point of view is held in every subject, and methods are taught by example, whether the subject be science, language, mathematics or any other. Now that is something the high school can never do since their students are not mostly prospective teachers. It makes a fuller professional course for those who can enter our junior classes and work on always in the professional atmosphere.

"On the other hand, those who come to us as graduates of good high schools, having already given three years to that course, and adding at least two years with us, give on an average a year longer to study before they graduate from the normal school—a year in which they should have gained acquaintance with studies of great culture value, for which our four years' course does not allow time. And as there is always a loss in changing from one institution to another, in the adapting one's self to new ideas and aims as well as to different teachers, so there is a gain in experience; and experience, thoughtfully undergone, adds greatly both to culture and to teaching power.

"Normal schools are schools for fitting teachers, and they can never carry out the whole education of all prospective teachers, from the first entrance to the kindergarten. Not only would this be an impossible burden, but not until young people have gained a certain progress in their education and growth do they know enough of their own powers to chose their vocation in life. The more other schools will do well of the preliminary part of education, the more can the normal school restrict itself to building on that foundation, and the more of such advanced students will it have room to receive; therefore the larger the proportion of the teachers of the state to whom it can give its valuable professional training, and the shorter the part of their education that they have to take away from home, the larger the number of individuals who can take it; more than twice as many can spend two years away from home as can spend four absent years. So that the building up of good local high-grade schools tells in all these ways for the wider work of normal schools.

"I can remember the time when this normal school had to do the work of training teachers for California public schools almost single-handed—with no branch normal schools and with so few real high schools in the state that they could be counted on the fingers of one hand. Then the only fitting for the normal school that could be had by ninety-nine out of one hundred prospective teachers was that given by the grammar schools. See what a change! What opportunities are springing up on every hand, with high schools developing not only in all the towns but in the unions of county districts and with the grade and quality of their instruction steadily growing higher.

"You have taken for your motto, 'The glories of the possible are ours.' I have been telling you how much more has been possible to many of you than to your predecessors. But I wish to add a look, not into your past but your future. At the same time that high schools have been springing up at your doors to open the way for you to the normal schools, the great universities have been developing to beckon you beyond it. There is no more fatal outcome of any course of study than the notion that it has led one to a stopping place. Not such, I trust, is the conception of those whom we have tried to lead thro their studies at the normal school to a height from which they could catch glimpses into the endless stretches beyond. And the university, so far as it realizes its name, means a further introduction into their varied fields. As formerly there were few high schools in our State, so its university was but small, and so little within the acquaintance of most young people of the State that it might almost have been surrounded by a Chinese wall. Now it has not only widened its range of work but it has reached out with helpful hand to the schools of the whole State, while another great university has come into being and with friendly emulation keeps pace with it, both saying to every earnest, eager young man or woman, 'Come! and broaden your life and your power of usefulness by our help!'

"The great changes that I have sketched must put young teachers on their mettle. They foretell other changes; they prophesy that the day is at hand when no ill-instructed, empty-minded teacher will be tolerated; they make whatever preparation we have gained only a step to more and higher preparation.

"Not that all the preparation of the teacher is in his preliminary courses of study in any institution, including the highest. All these do but put him in better training and equipment for that individual work which is his only continuous way of progress. Every good teacher, from time immemorial, has been a growing teacher, not content with past attainments, but ever working on, under whatever difficulties, to know more and use that knowledge better and thus to be more himself. His school room is his laboratory, in which he is always working out new results and teaching himself in his continuous study. But besides this, every good teacher is studying on beyond what he is at present teaching, deepening his own culture, enlarging the reservoir from which he gives forth to his students, so that his teaching comes with ever more fullness and force. Now in this work that every good teacher has always carried on, but too often alone under depressing difficulties and limitations, he now has the help and stimulus of the enlarging and ever more widely helpful universities. With their open doors, their varied courses, their extensive lectures, their summer schools and all their other agencies, they say, 'Come, make a beginning, and go on to all the fullness possible, far more than may at first seem possible.' A teacher has only resolutely to study along by himself in any line he chooses, in moments and hours that others waste, and save even a little of the generous Californian salary, to see his way to profit from time to time, if not for long periods at once, by these wide-open opportunities, to get fresh starts in more of that independent work and thought which will make him, not that dwindlidg, dwarfing thing we sometimes see a teacher beeome, but like a living tree, a deep-rooted, wide-spreading, ever-growing, lifting its head above the feeble herbage into clear air and open view of earth and heaven. Of heaven, I say, for the study I mean is not the mere learning of words or even facts, but the thoughtful tracing of great laws of our being as seen in nature, in society, in history, in literature, in all products of human life and thought—interpreting to us, ourselves, our duty and our destiny;"

President Randall addressed the gradudates, giving them good counsel and words of encouragement, expressing to them the parting words of good will from the faculty.

The customary evening reception was given to the class in the normal school building, and was in all respects an enjoyable affair.

The Study of Flowers.

A Lesson Suggested by Muir's Bee Pastures of California, State Fourth Reader.

[ILLUSTRATED BY THE AUTHOR].

EVERY teacher realizes how essential it is for children to have a clear understanding of the subject matter to be read in order that they may read well, but some of us who are not students of botany and conchology have been puzzled how to make the nature lessons in State Third and Fourth Readers so interesting that a desire for further knowledge on the subject might be awakened.

It would be easy to write a lengthy article about favorite wild flowers, and I think my favorites will always be those I gathered and loved in childhood, but I wish at this time to deal particularly with the flowers, or rather families of flowers, mentioned in Lesson 13, "Bee Pastures of California," found in the State Fourth Reader.

Muir's word pictures are realistic to a mature mind, but I fear most children regard the study of the words and definitions to be learned in this lesson as anything but an agreeable task unless some interesting explanation is given by the teacher.

Teach the children that plants are grouped into great orders or families and that compositae, mints, nemophilas, castilleias and gilias are family names, and that hundreds of plants belong to the same family because they are similar in structure.

Compositae is the class name of the largest family of plants and there are somewhere near thirteen thousand species whose representatives are found in most parts of the world. A great variety of cultivated plants that are familiar to every child belong to this family. Among the best known are dahlias, chrysanthemums, cosmos, and the old-fashioned zinnias and china asters, while as wild flowers there are over twenty varieties that are widely distributed in this region. Sunflowers or compass plants, with their yellow or brown centers, dandelions, resin and tar weeds, wild blue bachelor's buttons, the far famed golden rod, the aggressive thistle and dainty tidy-tips are among them. Many of the compositae family are not golden, as the wild blue bachelor's button, which is really the chicory plant, purple thistle and lavender and white mountain daisies will show.

Scarlet Gilias and Indian Pinks.

Beloning to the mint family we find horehound, with its tiny white flowers, lavender, pennyroyal and the yerba buena del poso, or common garden mint, which grows everywhere. Most members of this family are considered useful for their medicinal properties.

There are about seven common varieties of nemophila, but the best known are the baby blue eyes or marianas, as they are sometimes called. There are two kinds of baby blue eyes, one having distinct blue veins, but they are so much alike it is difficult to distinguish them. White nemophila you will find in marshy places and there is also another nemophila, white, with the exception of a dark purple blotch on the tip of each petal. This latter flower, however, is not very common.

A purple flower of this family is found in the southern part of the state, but it bears little resemblance to our delicate favorites.

What a wonderful range of color, from white to scarlet, we find in the different varieties of gilias. These interesting flowers belong to the phlox family.

There are light, deep and lavandar blue gilias on the coast, scarlet ones in the Sierras, the rich rose colored prickly phlox, or gilia Californica, in the dry hills of the south and a little lilac fringed gilia in the same vicinity. Then we have the evening snow or white gilia, the salmon colored wild bouvardia, and many other delicate varieties.

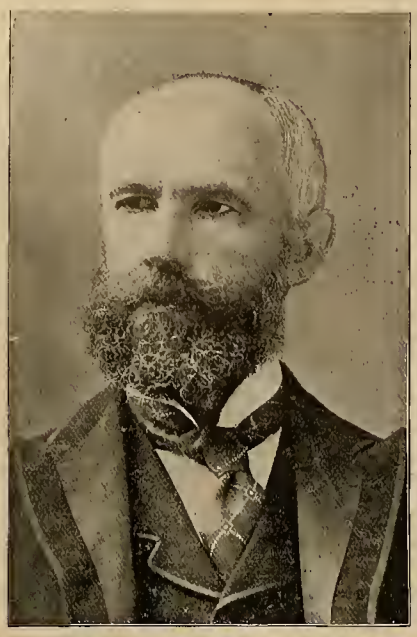
Castilleias or Indian paint brushes are well known scarlet flowers. There are a number of beautiful varieties. Closely related to them are the escobitas, or magenta paint brushes. Both belong to the figwort family. The well known scarcity of scarlet flowers make Indian pinks and scarlet paint brushes highly prized.

The yellow pansies belong to the violet family and are sometimes called wild violets. They resemble a pansy more than a violet on account of the brown markings on the yellow petals. The botanical name is viola pedunculata.

The chapparal will need no description for the benefit of children in the middle and southern mountain districts but to the children of the cities and plains it is a stranger. The shrub, growing close to the ground, forms dense thickets; the leaves are small, shiny, and have whole margins, while the magenta colored flowers, resembling sweet peas, form a veritable bee pasture indeed.

THE PERSONALITY OF G. STANLEY HALL.

Dr. Hall is President of Clark University, Worcester Mass., and the editor of the *Pedagogical Seminary.* He is the leader of educational thought of the United States along the line of child study. He will appear as the star attraction first at the San Joaquin Valley Association at Fresno, and then at the California Teachers' Association in Santa Rosa, California.



G. STANLEY HALL.

Frederic Burk who spent several years in close relation with Dr. Hall, and who knows him personally better than any other Western man thus writes of him:

"You ask me, Mr. Editor, to give you my personal impressions of President G. Stanley Hall and of what he stands for in the progress of human thought. I have a suspicion that the principle which Dr. Hall will symbolize a half century or so hence will be quite different from the narrower associations with which his name is now connected. We say he stands for child study. True, but child study with him is merely one product of a deeper vitalizing view of mental activity. I am inclined to be extremely skeptical that education in posterity will justly claim him, nor will psychology. Rather do I feel that Stanley Hall does not stand at all, so far as our present vision discerns, but, in disobedience of the law of gravitation, is suspended over what now seems an abyss that separates the psychology of the future from the pedagogy of the future. Neither this psychology nor this pedagogy has as yet for us a material and preceptible existence. But they are in the air of present thought and we somehow sense them and believe that the next half century or so shall reveal their materialized forms. In this period of rapid evolution of scientific thought, G. Stanley Hall seems best to express this widespread feeling and to be able, from his accumulations of the fact of modern scientific researches, suggestively to sketch here and there in rough outline the forms these future sciences shall take. If the next half century of research shall have developed a psychology which shall bear the same relation to the phenomena of mind that modern evolutionary principles bear to living matter, and if the pedagogy of the future shall be in an intimately allied relation to this psychology, then the figure of G. Stanley Hall in posterity will stand on the firm bridge of connection between them, pointing out the way the world has followed. But for the present he must stand for suggestiveness — a suggestiveness that is not, as in the case of many geniuses merely intuitional, but a suggestiveness that is the hard earned product of a many-sidedness of knowledge and trained thought. Twenty-five years ago we find him struggling to digest and elucidate, in the *Presbyterian Quarterly*, Dorner's theology; then a student of metaphysics in Germany, and contributing to the American literature of Hegel; an instructor in literature in Harvard; back in Germany again studying the leg of a frog; a neurologist; the first occupant of the first university chair in experimental psychophysics in America; the leader in the movement to subject children's mental activities to scientific inquiry; the president of the first exclusively graduate university in America encouraging diverse lines of scientific research. Yet, withal, he is intensly human in his whole manner and impulses of life, and has never lost touch with the common instincts and views of living. It is one of his doctrines that the great geniuses the world has known in art and science are those who have succeeded in carrying over into adult life the primitive instincts of childhood. Thruout the United States to-day, in the higher educational institutions, there are doubtless to be found more men who have at one time worked under his direction than have proceeded from any other teacher. They are not disciples in the sense of putting forth one cult of ideas, but they are none the less products of G. Stanley Hall's many-sided suggestiveness. Dr. Hall is not a Prometheus, but a lighter of tapers which must secrete and burn their own oil. That which is a never ending source of astonishment to his students, is his familiarity, seemingly, with every concievable phase of human progress, and his ability, in consequence, to focus upon a single principle, data of facts gathered from the four corners of the earth. He is an omniverous reader, and everything new, from a bit of antiquarian research in the closets of metaphysics to the latest biological discovery in the jelly fish, is food for his unprejudiced appetite. This many-sidedness gives him contact points with all classes of individual minds *in their lines of strongest tendency.* Every man that comes in contact with him finds some point to hook on. For this reason it is, that we now find investigators of all shades of researches who can gratefully point back to G. Stanley Hall as the lighter of their tapers — to the most suggestive and vitalizing of modern teachers.

Some Pedagogical Pebbles from Dr. G. Stanley Hall.

A boy's constant quest for something new is a very different thing from the morbid craving for the latest news or novel or Sunday paper of the growing number of those whose mind is so out of condition that they cannot hold the attention for any length of time to any really intellectual effort and who never read a serious book.

* *

Every teacher on starting with a new class or in a new school or in a new locality to make sure that his efforts along some lines are not utterly lost, should undertake to explore carefully section by section children's minds with all the tact and ingenuity he can command or acquire.

* *

Method is not unlike the bony skeleton giving form and effectiveness to the body, but ghastly if exposed.

* *

A good sign is the coming to the front of woman as a teacher, and woman's method is the individual method; it is not the man's method.

Elementary Studies in Literature For Adult Classes.

By CORNELIUS BEACH BRADLEY.
University of California.

1—How Poetry Deals With Humble Life.

In the following course of study it is proposed to subject each one of a group of related poems to the same analysis, with a view to bringing out the essential characteristics of each poem, and finally the characteristics of the entire group. The analysis is indicated in a series of questions, which are to be carefully worked out in each case after a thoro study of the poem as a whole. In order to set forth more clearly the precise import of the analysis, and the general nature of its results, the questions have first of all been applied to a poem not included in the group selected for this special study. Since the purpose here is merely to exemplify a method, no attempt has been made to present a complete analysis of that poem, nor indeed to do anything more than to suggest in skeleton-form how some of the questions may be answered.

Lesson 1. Preliminary. The Method of Study.

The rime of the Ancient Mariner is first to be thoroly studied so as to secure mastery of its expression and a clear idea of its contents and general features. The following questions are then to be applied to the poem, and the suggested answers are to be carefully tested by the student, even to the extent of supplementing or amending them if necessary.

1. What is the role or character in which the poet himself appears, or what is his point of view in the presentation? How nearly does this represent his actual relation to the things of which he writes? If it be not his actual relation, but one artfully assumed, what special purpose or end seems to be subserved thereby?

In the Ancient Mariner the poet assumes two characters. In the one' he describes an an on-looker what he hears and sees at the door of the banquet-hall. In the other, he identifies himself with the mariner and tells his story. Neither role, of course, represents any actual participation in the events narrated. The first device furnishes an occasion—a frame or setting—for a story which would otherwise be left suspended in air; and, by contrast, throws up the features of that story in stronger relief. The second device makes possible a much more direct and realistic presentation of the weird experiences.

2. What are the particular phases or aspects of life upon which the poet here fixes his attention? What principle of order determines the sequence of images and scenes thruout the poem? What is the *essential* structure of the poem? What are its main divisions and the material used in each, how are these divisions related to each other in thought and in form? Has the poem *formal* divisions as well? How are these indicated? Do they coincide with the structural divsions?

The aspects of life as presented in the Ancient Mariner are two-fold: (*a*) the outward experiences of a sailor's life on a long, adventurous voyage; and (*b*) the inward experiences thru which a soul is purged at last of its naiive indifference and heartlessness toward the beauty and the life of God's creation. The sequence of details in the poem follows strictly the supposed sequence of events—the order, that is, is chronological thruout—both in the envaloping story of the wedding-feast and in the mariner's tale. The essential structure of the tale itself may be suggested by saying that the inward experiences are projected upon the outward experiences as upon a screen. The manner in which the tale and the story of the wedding-feast are wrought together has been suggested under (1) above. It is further to be noted that the frame or setting is most fully developed at the openeng of the poem, where for a time we pass freely from setting to tale, and from tale to setting again, as at lines 10, 11, 21, 31, 40, 41. An occasional interruption by the wedding-guest (ll. 79, 224, 345) serves to keep the setting in mind,—as well as to give a striking emphasis to certain crises of the experience,—until at last the tale, when completed, melts away into the occasion again (ll. 582–596). There is then a distinct appeal to the wedding-guest (ll. 597–617), the poet takes up his earlier role of on-looker (l. 618), and the company is dismissed. Formally, the poem is divided into seven numbered parts, and these again into irregular rhyming stanzas. The main divisions mark important stages in the main narrative, but have no relation to the enveloping story.

3. Is there a dominant mood of feeling running thru the poem? Is it single, or do other moods appear? If there are others, do they reinforce and sustain the main mood, or do they come in at hap-hazard? Does the poet succeed in making the reader share his moods? Analyse some striking examples to discover, if you can, the means by which he accomplishes this.

Most pervasive of all is the fascination of the weird and the supernatural. This spell is seen at the very beginning (ll. 3, 13–20, 38–40, 79–80) in its reflection from the wedding-guest. As the tale proceeds, the reader is brought directly under its power. It comes to its climax in the sinking of the ship, after which it is shown again in reflection from others the hermit (ll. 562, 563, 573), the pilot boy (l. 565)—and lastly in the effects of the remembered experience upon the mariner himself (ll. 578–590). A safe and natural descent is thus secured from the excitement of the climax. In marked contrast with this master-mood is the suggested merriment of the wedding occasion, and the free, natural excitements of the outward voyage. In subtle, changing harmony with it are the various moods developed under the supernatural discipline, from callousness and wantonness at the beginning, thru fear, horror, shame, and the promptings of a better nature, to the peace of love at last—a peace shaken at times, however, by waves of recollection of what had been. The means by which, on the large scale, a mood may be communicated to the reader, have already been seen in the account given above of the development of the master-mood of the poem. An example for more detailed analysis may be found in such a passage as that which makes one feel the heart-sick horror of being becalmed in the tropics (ll. 107–138). We find here a series of images of external things carefully selected to furnish the basis of that feeling:—the breathless calm, the idle sails, the silence, the copper sky, the broiling sun, the motionless ship—this last emphasized by a striking comparison, because it cuts off all hope of change. Associated with these is a series of images directly suggesting inward states:—drooping spirits showing themselves in an aversion to talk, the hopeless monotony of waiting "day after day—day after day," helplessness—"As idle as a painted ship upon a painted ocean." Then comes the crowning horror of thirst, at first with Tantalus-like torment in the midst of suggested but impossible gratification; the stagnant and festering sea with its loathsome life; fearful portents and delirious dreams: the waking agony of the last stages of thirst. All these images, it should be further remarked, are subtly supported and enforced by the choice of words and the movement of the verse.

4. By what means has the poet contrived in this case to invest the commonplace with interest and charm? Has the poet here any further purpose than that of giving us a vivid picture of that which has interested him? How can you be sure on this paint?

The first query is scarcely applicable to the Ancient Mariner as a whole, but if we limit its scope here to the ordinary sailor's life, we shall see that it is made interesting and impressive, first, by selection of those elements only which distinctly appeal to interest and feeling:—the parting from home, the unfamiliar phenomena of the tropics (ll. 29, 30), the excitement of the storm, the danger of the ice-floes, the ocean birds, the calm, the sighting of a ship, and so on; and, second, by showing us all these things as working together to an end of transcendent importance, the discipline and succor of human soul. There is, moreover, in the poem a distinct attempt to sum up the true import of a discipline like that of the mariner; and of this we may be sure not only because of the detached form and the universal terms in which the moral is stated (ll. 610–617), but also from the varied sorts of emphasis with which it is invested.

LESSON II. STUDY OF EVANGELINE.—The poem is first of all to be thoroly mastered in its expression, content, and general features. The questions given above are then to be applied to the poem and carefully worked out in detail according to the method already indicated. The answers in every case should be as definite as possible, and should be written down in well-considered terms, to be made the basis of comparison of views and discussion when the class meets.

LESSONS III, IV, and V are similar studies of Snow-Bound, The Deserted Village, The Cotter's Saturday Night and Gray's Elegy.

LESSON VI. Put the five poems studied into relation with each other, making the results already reached the basis of comparison and contrast between them, leading up to a characterization of them all as members of a related group of poems. Add to these—with fitting characterization—whatever other poems you recognize as clearly belonging to this group; and with these associate examples of the treatment of humble life in widely different vein, or even in the realm of another form of art; as, for example, in prose, or in pictures.

* Division II, "How Poetry Deals with Nature," and Division III. "How Poetry Deals with the Deeper Questons of Life," may be expected to follow later.

(A Self-Estimate)—"What do you think of Puffington?"

"Oh, he's the kind of a man who thinks that when he steps on one end of the country the other end bounds up in the air."

"Before we were married you told me you were a dreamer—an idle dreamer."

"Well, what of it?"

"And now I have to sit up with you at night because you have insomnia.—Chicago Record.

DIVINA COMMEDIA

—OF—

DANTE ALIGHIERI

As studied in Prof. Edward A. Grigg's class in Ethical Literature in Stanford University. The treatment will be of interest to those who have not had the advantages of a modern university education in that it shows how complete a study is made of a single poem.

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Syllabus.

I. Introduction.
  a. The world into which Dante was born.
  b. Political, ecclesiastic, and social strife.
  c. Dante's early love, sorrows and wanderings.

II. Sources from which he derived his ideas.
  a. Classical Writings.
  b. Mysticism and Superstition of the Middle Ages.

III. Definitions of the Divine Comedy,
  a. 1 Villari, 2 Harris, 3 Longfellow, 4 Dante's letter to Can Grande Scala.

IV. Story briefly told.
  a. General Divisions.
  b. Some sins and people.

V. Style.
  a. General Characteristics.
  b. Structure.
  c. Time Scheme.
  d. Figures of Speech.
  e. Use of words.

VI. His Creed.

VII. Its message to us.

The Divine Comedy.

I. A—Florence.

"Florence the beautiful," at the time Dante Alighieri became a mortal, was a very unique city and had much in it to create a poet; and call forth the peculiar genius of this most intense man.

Other cities had feuds, crimes, and stirring patriotism in their midst, but, Florence excelled them all. Other cities had works of art, but Florence excelled in this respect also.

The Florentine who was banished from home felt that no sentence could be more cruel, and he lived only in the hope of returning.

B—Strife.

The insecurity of life and property in Florence at this time, is almost beyond our conception, the constant strife between Emperor and Pope, City and City, Father and Son, Brother and Sister was the cause of the condition. Strife and turmoil, public fight and private brawl on the one side, and art flourishing under the protection of the party in power, on the other, made an atmosphere conducive to intensity of character.

C—Dante's Early Life.

Dante's early life, tho spent in this atmosphere, was purified by an intense idealized love for a human being. At the age of nine he saw and loved Beatrice Portinari, a young girl nearly his own age.

Tho his real life began in the year 1265, at this time, the time of seeing the sweet girl in "modest crimson," his ideal life began, and from the first look into the beautiful eyes sprang his poetic soul.

His Later Life.

"The poet found himself in middle life, (1300) without a path, in the midst of Guelph and Ghibelline, Bianchi and Nerè, Cerchi and Donati, Secchi and Verdi" and the numerous other factions that made Florence at times a veritable counterpart of Dante's Inferno. At one time about to be made Podesta, then, by a turn of fortune's wheel banished with a death sentence hanging over him, Dante wandered far away from his beautiful Florence and his "Bel San Giovani." His homeless wanderings call from us deep sympathy but not regret, for had fortune turned in the other direction, Florence would have had, for a brief space, a great Podesta, but the world might have lost "The Divine Comedy." *

Lowell on Dante's Life.

Lowell says of Dante's life: "Looked at outwardly, the life of Dante seems to have been an utter and disastrous failure. What its inward satisfaction must have been, we, with the Paradise open before us, can form some faint conception.

To him longing with an intensity which only the word Dantesque will express, to realize an ideal upon earth and continually baffled and misunderstood, the far greater part of his mature life must have been labor and sorrow.†

We can see how essential all that sad experience was to him. Dante gives an idea of his sorrows in the following lines:

> "Thou shalt abandon everything beloved
> Most tenderly, and this the arrow is
> Which first the bow of banishment shoots forth
> Thou shalt have proof how savoreth of salt,
> The bread of others, and how hard a road
> The going down and up another's stairs."

*Symonds Study of Daute, p. 53.

†1. Dr. Krien's lectures.
2. Lowell's Prose Vol. IV, p. 140.

A—Source of His Inspiration.

Dante's attainments, as well as his experience in life, fitted him to write, he was a classical scholar and drew inspiration from Homer, Cicero, Ovid, Plato, Aristotle, the Bible and Virgil; to the latter he paid high tribute when they met in the nether world—— : ——

"Now art thou that Virgilius and that fountain
Which spread abroad so wide a rivert of speech
Thou art my master, and my author hou,
Thou art alone the one from whom I took
The beautiful style that has done honor to me." *

Dante continues to sing Virgil's praises and is willing to follow him thru the deepest, darkest part of the Inferno. Notwithstanding this veneration for his master as he calls Virgil, he leaves him to sigh eternally in Limbo with the unbaptized.

B—Mysticisms of His Time.

Besides Dante's familiarity with authors, he was abreast of his time in astronomy, astrology, and science in general, the isms can all be found in his writings, Neoplatonism, Gnosticism, Mysticism, Monasticism, Scholasticism, and Pagan Mythology. We might expect to find, as we do, that he places great stress on the mystic numbers three and nine, accordingly the Divine Comedy is divided into three parts, each of these divided into three parts and the whole number of cantos without the prelude is ninety-nine. So in each canto the most minute descriptions and details are all worked out and these mystic numbers appear in bewildering frequency. It is not the province of a short thesis to work out the intricacies 1 of philosophic structure, but we are told by energetic authors that the three fold rhyme in which the poem is written suggests the Trinity, and the thirty-three cantos in each general division suggest the number of years that Christ lived on earth.†

III—Definition.

What is the Divine Comedy? Many have tried to answer this question, and many more will try, for it contains truth uttered by genius.

A—1 Vallari

2Vallari says: "In this great poem the reality of human passion and human life breaks thru the mystic clouds of the Middle Ages and finally disperses them forever.‡

2 Harris.

Harris says: "Dante's poem differs from all other works of art in the fact that he does not limit himself to the development of a single event or a single collision of an individual, but shows us in a three fold series more than half a thousand tragic and epic characters, so foreshortened in the perspective of the divine purpose of his poem as to be seen each at one glance of the eye as w pass on our way."

3 Longfellow.

Longfellow says: "2The Divine Comedy is not strictly an allegorical poem in the sense in which the Fœrie Queene is; and yet it is full of allegorical symbols and figurative meanings."

4 Dante's Letter To Can Grande.

Dante himself in a letter to Can Grande della Scala wrote: §3"It is to be remarked, that the sense of this work is not simple, but on the contrary one may say manifold. For one sense is that which is derived from the letter, and another is that which is derived from the things signified by the letter. The first is called literal, the second allegorical or moral.....

The subject then, of the whole work taken literally, is the condition of souls after death, simply considered for on this and around this the whole action of the work turns.

But if the work be taken allegorically, the subject is man, how by actions of merit or demerit, thru freedom of the will he justly deserves reward or punishment."

IV The Story,

The story briefly told is that Dante while yet a mortal was conducted by the shade of Virgil thru Inferno and Purgatorio, then after being drawn thru Lethe, the river of forgetfulness and thru Eunœ the river which restored his memory of good, he was taken by Beatrice to the very presence of God.

The first superficial reading of the poem makes one almost willing to say with Voltairé "That few people understand his oracles" and agree with him when he writes to Father Bettinelli:

2" I estimate highly the courage with which you have dared to say that Dante was a madman and his work a monster."

A second reading and close study begin to reveal the depth of earnestness and the marvelous fitness of words and imagery.

Everything fits together and produces a mosaic of life that never has been equalled.

Other poets have written down the development of one or a dozen souls, but Dante in the Divine Comedy works out hundreds. Every sin in the decalog is pictured in all its phases, every circle in hell is filled with shades writhing in torment suited to the sin committed.**

And such torment!!¡

One turns from it with nausea and horror, but if we stop to analyze it, soon this feeling gives place to one of surprise at Dante's deep insight into the effect of sin on the human soul.

W. T. Harris says: "1 Human defect as *sin* must be adjudged and recompensed differently from human defect as *crime*." Dante makes these distinctions so clear in his Divine Comedy, the punishment for the sin of anger is different from the punishment for the crimes which grow out of the sin of anger. So the punishment for the crimes which grow out of the sin of lust are different.††

B—Sins and People.

Dante punishes Francesca da Rimini with eternal death because she gave way to all absorbing love. This beautiful woman was the daughter of one of Dante's friends, and as a child, perhaps, was dear to him. Yet he places her where she belongs according to his scheme of punishment.

In his own purification for this particular sin Dante passed thru a flame so fierce that he tells us—

"When I was in it, into molten glass I would have cast me to refresh myself, so without measure was the burning there."

Dante believed so utterly in the scenes he described that his poem becomes more than an allegory, and to him at least his journey thru hell was an actual fact and he spares no one, popes, peasants, captains, lords, ladies, men of his own time, men of the earliest times are all marshalled into their proper places according to their deeds done in the body.‡‡

1 Every educated person at the mention of Dante's name thinks of Francesca da Rimini and Ugolino, Virgil, Beatrice, Bunconti, Sordello and a host of others. His genius was so great that with a few lines he burns these different characters into our memory.

*1. Paradiso XVII—55 All my quotations are from Longfellow's translation.
2. Ieferno I—79.

†1. Purgatorio VII—4 to 8

‡1. Spiritual Sense of Dante, W. T. Harris, p. 11.
2. History of Florence, Vol. II—p. 201.

§1. Spiritual Sense of Dante, p. 53
2. Longfellow's translation notes to Inferno, p. 115.
3. Ibid,

**1. Lowell's Essays Vol. IV, p. 144.
2. Ibid.

††1. Spiritual sense of Dante, p. 54

‡‡1. Purgatorio XXVII—49.

B—General Characteristics of Dante's Style.

We find force, depth, definiteness, brevity, sincerity, intensity and subordination to a fixed purpose all wonderfully displayed in the Divine Comedy.

This fixed purpose he has told us was to eulogize Beatrice Portinari, to say of her what never had been said of woman and set up a glass wherein each human being might see the effect of sin and the way to eternal joy.*

B—Structure.

The mechanical structure of the poem is so exact that we are able to draw charts of the regions he visited and estimate the days and hours of his journey. 1 "He starts the evening before Good Friday, March 24th, 1300, and ends the tour of hell and purgatory upon the 30th of the same month, Symonds tells us.

C—Time—Scheme.

Another tells us: 2 He starts the evening before Good Friday, March 24th, 1300. Good Friday morning goes up the hill and enters Inferno with Virgil in the evening. Saturday evening they arrive at the last circle. Easter morning they find themselves at the entrance of a great cavern leading to the other hemisphere. The whole day and night Sunday are spent in this subterranean journey. †

Monday before daybreak they come out on the side opposite to Hell at the foot of the mountain of Purgatory. It takes him four days to go thru Purgatory, Monday, Tuesday, Wednesday and Thursday after Easter. Friday and Saturday he traverses the nine movable Heavens, and Sunday a week after Easter he rises to the Empyrean." Did any one ever conceive a more eventful journey?

D—Figures of Speech.

Dante's power in the use of images was very great. One of the finest similes in literature is the one of the sheep:

1 "As sheep come issuing forth from out the fold
By ones and twos and threes and the others stand
Timidly, holding down their eyes and nostrils,
And what the foremost does, the others do,
Huddling themselves against her, if she stops,‡
Simple and quiet and the wherefore know not,
So moving to approach us thereupon
I saw the leader of that fortunate flock,
Modest in face and dignified in gait.
As soon as those in the advance saw broken
The light upon the ground at my right side,
So that from me the shadow reached the rock,
They stopped, and backward drew themselves somewhat:
And all the others, who came after them,
Not knowing why nor wherefore, did the same."

Macaulay advises everyone "who can muster sufficient Italian to read the simile of the sheep." and continues: "I think it the most perfect passage of the kind in the world, the most imaginative, the most picturesque and the most sweetly expressed."§

This like most of Dante's images loses somewhat by removal from the context. One must recall the fact that Dante a mortal casts a shadow. The shades in Purgatory being nothing but shades do not cast a shadow, the sun shines thru them, seeing the shadow of Dante the foremost one stops affrighted, the others, like sheep stop too. He employs imagery to give exact images to his thought and the scenes he is describing, tho they often are very beautiful that is not their first use.

E—Dante's Use of Words.

Few authors connote so much as Dante does in the use of words. When he uses a work denoting color, it also connotes a mystic sense and often a combination of circumstances. The color symbolism of the Middle Ages is carried out in his uses of words denoting color, and paragraphs are required to explain the meaning of a single word.

1 "Green, the emerald, is the color of Spring, of hope, particularly hope in immortality; and of victory, as the color of the palm and the laurel." So where Dante speaks of the garments of two angels:—

2 "Green as the little leaflets just now born,
Their garments were,"

We know that the particular shade of green described has a deeper meaning than simple light green.

It signifies hope, this being the distinguishing virtue of purgatory, he clothes these two angels in green tho they symbolize justice.

Who could ask for more justice, clothed in hope, carrying a sword tempered with mercy.

That thought alone ought to relieve Dante from the accusation of moroseness.

When Dante speaks of carnal sinners whose punishment is—
"To be imprisoned in the viewless winds and blown with restless violence round about—
The pendent world,"**
he describes them as going thru the "L'ær perso" or perse air. Perse air with figures passing thru it, makes a striking picture when we remember the definition of perse that Dante gave 3 "A color mixed of purple and black, but the black predominates."

At other times he speaks of 3 "the embrowned air" and makes Malbolge in hell the color of stone and iron. Ruskin commenting upon this says:

"The Appenine limestone is so gray and toneless that I know not any mountain district so utterly melancholy as those which are composed of this rock, when unwooded.

Now as far as I can discover from the internal evidence in his poem nearly all Dante's mountain wanderings had been upon this ground.††

I do not know the 1 "Fall at Forli," but every other scene to which he alludes is among these Appenine limestones;

His idea therefore of rock color founded on these experiences is that of a dull or ashen gray, more or less stained by brown iron ochre, precisely as the Appennine limestones nearly always are; the gray being peculiarly cold and disagreeable."

With such attention to shades of meaning in words we expect to find accurate description of natural scenery, but, Macaulay in his essay on Dante says:

2 "No person can have attended to the Divine Comedy without observing how little impression the forms of the external world appear to have made on the mind of Dante: His temper and his situation had led him to fix his observation almost exclusively on human nature. The exquisite opening of the eighth canto of the purgatorio affords a strong instance of this:‡‡

'Twas now the hour that turneth back desire
In those who sail the sea, and melts the earth,
The day they've said to their sweet friends farewell
And the new pilgrim penetrates with love—
If he doth hear from far away a bell
That seemeth to deplore the dying day.'

§§He leaves to others the earth, the ocean and the sky. His business is with man. To other writers evening maybe the season of dews and stars and radiant clouds, to Dante it is the hour of fond recollection and passionate devotion, the hour which melts the heart of the mariner and kindles the love of the pilgrim,—the hour when the toll of the

*1. Symond's Study of Dante, p. 164.
†1. The Study of Dante, Symonds, p. 201.
2. Dante Handbook, Scarazinni, Davidson p. 311.
‡1. Purgatorio, III, 79.
§1. Macaulay's Essays Vol. I—II. p. 721.

**1. Mrs. Jameson's Sacred and Legendary Art. Int.
2. Paradiso VIII—28
††1. Measure for Measure Act III Sec. I
2. Courito IV.—20 3Inferno II—14—Moderu Painters III 237
‡‡1. Inferno XVI—99
2. Macaulay's Essay I—II p. 72
§§1. Purgatorio VIII—1

bell seems to mourn for another day, which is gone, and will return no more."

1 Ruskin remarks that Dante had little love for mountains or sky except in the "white clearness" characteristic of the sky of Italy.

Notwithstanding the opinions of these authors, it seems to me no one can read Dante's Divine Comedy without seeing that he was as keen an observer of nature, as he was of human character.

He is describing the other world but he is so skillful in explaining, that we see just what he sees and in order to make us know just how every inch of the ground looked he uses terms of the natural world, and if he had not been an accurate observer he could not have done this. He makes one feel the color of the air as not even Ruskin with all his love for cloud effects can do.*

IV—Love Incited Dante's Creed.

Love roused Dante to write something greater, grander of Beatrice Portinari— than had ever been written of woman—Patriotism was the next strong characteristic of this virile being, and it sustained him in his purpose of writing a work that should be eternal, finally eternal love filled his life and paradiso was gained.

The steps are natural, love for a human being widens into love for country, or all humanity and God the author of all.

His Creed.

A writer has the following to say of Dante's creed:—1 "The following then, is a summary of what in the thirteenth century, Dante believed. God is one,—the universe is one thought of God,—the universe therefore is one. All things come from God,—they all participate, more or less, in the Divine nature, according to the end for which they are created. They all float toward different points over the great ocean of existence, but they are all moved by the same will. Flowers in the garden of God all merit our love according to the degree of excellence he has bestowed upon each; of these man is the most eminent. Upon him God has bestowed more of his own nature than upon any other creature. In the continuous scale of being, that man whose nature is the most degraded touches upon the animal; he whose nature is the most noble approaches that of the angel.† . . . . . .

Mankind is one, God has made nothing in vain, and if there exists a multitude, a collection of men, it is because there is one aim for them all,—one work to be accomplished by them all. Whatever this aim may be, it does certainly exist, and we must endeavor to discover and attain it. Unity is taught by the manifest design of God in the external world, and by the necessity of an aim.

His creed simply stated is: "That which ye sow shall ye also reap, except for such as have faith in Christ and are pardoned after working their way thru purgatory, there is eternal punishment for the sinner."

VII—Dante's Message to Us.

1 "Modern thought carried out in evolution teaches us that Dante's idea of justice is true nature, tho we cannot accept a static Hell, there is no time in life when change is impossible."

Each earnest student will glean as much from Dante's Divine Comedy as his culture enables him to see, and if life has come to him with broader significance he will find the germ, which expanded, fits his life and the creed of his time for Dante deals with the hell of sin; the Purgatory of repentance; and the Paradise of the perfect adjustment to the Source of Love.‡

*1. Modern Painters III 248.
†1. Foreign Quarterly Revtew, LXV Art I
‡1. Prof. Grigg's Lecture.

ROMNEYA COULTERI.

The Romneya is one of the showiest flowers of the Southwest. Alice Merrit Davidson in her book on California Plants says: "It has great crinkled, white petals and marvelous yellow antlers, and the bumble bees fairly wallow in its pollen. The Romneya is often known as the Matilija poppy because it is found in a canon by that name in Ventura County, but it is found in many other canons in Southern California and is gaining rapidly in favor as a cultivated plant."

The Quarrel.

Two frolicksome kittens were rolling around
At play with each other upon the warm ground,
When one became angry, I hardly know how,
Crooked her back, fluffed her tail
With a Szt, Spts, Meiau

Then the other one seeing the bright, flashing eyes
Became angry, too, which is no surprise,
For anger is catching you all will allow;
So she crooked her back, fluffed her tail
With a Szt, Spts, Meiau.

The old mother cat who was dozing near by
Awoke from her nap and looked to see why
The two little kittens were having a row,
And boxed both of their ears, saying
Szt, Spts, Meiau.

—Chas. H. Allen.

Things Are Not What They Seem.

It's not the walking but the sweeping that wears the carpet out.
It is not work that kills us but the things we fret about.
Not the wearing but the washing frays our garments thru and thru.
And our conscience most upbraids us *for the good we meant to do.*

—Chas. H. Allen.

The Child.

The pictures on this page appeal to the lovers of childhood. The student may find on the page suggestions for a new volume of observations, but I want to write of another picture.

Where Powell and Market streets meet, a candidate for office put on the smooth, black, paved street in big, white letters his voting number, **13**.

Upon this number stood a little hunchback not eight years of age. He had a refined, delicate, pitiful face—a newsboy or rather a newschild. For one whole hour I watched the child at his pitiful play, for he was playing. He took bits of paper, tossed them to the wind and then ran thru the passing throng to pick them up. Sometimes he was hid from view in a woman's skirts. But he always returned to the gruesome No. 13. Then again he tossed his paper bits to the wind, blowing its own litter of dust and dirt, and again he ran with his shuffling gait and stooped shoulders—a little tragedy turning out to play. The women passed on. Again and again the newschild tossed his bits of paper to the wind. And as one would strike the cheek of some passer-by before it fell to the ground, the boy would laugh a pitiful laugh that was cousin to tears. Just then the *Bulletin* wagon drove up and handed the boy his roll of evening papers. He took them, still standing on No. 13. The cold wind of the twilight making him draw his head still closer between his shoulders than crooked nature had done. As he stood there waiting for a customer his tragedy in real life was on. Poor child! Big tragedy!

HARR WAGNER.

Schliemann and Douglass.

A writer in *Forest and Stream* tells the following story of two celebrated men. Doctor Schliemann, the great investigator of Trojan and Grecian antiquities, had been spending the winter up the Nile, and returned to Athens on the same steamer with the Hon. Fred Douglass and his wife. During dinner on the first day out, Mr. Douglass turned to Doctor Schliemann, who was seated at his right, and asked.

"Do you intend to make much of a stay in Greece?"

"Yes, I guess so," returned the other.

"Well, you'll find it a very interesting country," said Douglass. "I have never travelled there, altho I have always been much interested in it. Of course all countries are more or less alike in their physical features. They all have their air and sky, their hills and plains, their lakes and rivers; but it is not so much that which interests us as the history of the people who live or have lived in a country."

"Yes, I guess so," replied Doctor Schliemann.

"Now, from my earliest reading I have been particularly interested in the history of the ancient Greeks."

"Yes, I guess so," assented Schliemann.

"I find I have forgotten a great deal of my Greek history, but lately I came across a little book that has proved invaluable to me in recalling so much that I had forgotten about Greece and the Greeks."

"Yes, I guess so!"

"Now if you, sir, intend to make much of a stay in Greece, I would recommend you to obtain a copy of the book. It is 'Murray's Guide.'"

At this moment Doctor Schliemann was taken with a fit of coughing so violent that every one was alarmed, but he recovered in time to make his customary assent, which probably seemed to him especially suited to an American:

"Yes, I guess so!"

It was not long after this that he ascended Mount Parnassus with Professor Murray, who was responsible for the valuable but elementary "Guide" in question. Some one who had been present during the conversation then retailed it, and Murray, with peals of laughter, declared it the best joke of his life, that his modest guide-book had been recommended to the study of the man who knew more about ancient Greece than any other person living.

Self-Reproach.

Deep in the heart is an avenging power,
Conscious of right and wrong. There is no shape
Reproach can take one-half so terrible
As when that shape is given by ourselves.

L. E. Landon, Youth Companion.

CARRIE SHAW RICE.

Poet, teacher and member of the State Board of Education of Washington pays tribute in song to California's Russet Hills.

On California's Russet Hills.

ON California's russet hills
I walked one Autumn day,
Knee-deep the pointed, perfumed quills
Of pine around me lay;
A golden glow was in the air,
A glow of gold was everywhere.

On California's russet hills
Amid her fruits and vines,
I drank with deep ecstatic thrills
The perfume of her pines;
Afar on fair Francisco Bay
A white-winged boat at anchor lay.

My heart had striven long with pain,
Its fetters fell away—
I felt a thrill of joy again
That bright Autumnal day,
I trod the piney, perfumed quills
On California's russet hills.

—*Carrie Shaw Rice* in the "State"

Quaint sayings and doings characterized the children who attended the Chicago vacation schools which were open during July and August of this year. Particularly when the little ones were taken to the country—there was an excursion each week—were they a source of delight to the directors and teachers of the schools. Many of them had never been on a street car, a train or a boat, and the commonest sights of country life were wonders to them. Here are a few of the funny things that happened:

The first trip was to Lincoln Park. One of the boys, seeing a chicken, asked: "Teacher, wot's dat t'ting?"

"That's a chicken. It's the——"

"Wot yer givin' me? Dat ain't no chicken. It's got fedders on. I know a chicken, I guess. My ma she hed a chicken onct fur dinner, 'n' it didn'hev nut'in on but skin."—*Child Study Monthly.*

"Teacher, here's a gun for you to keep them kids good with," a boy remarked as he placed a pistol on the teacher's desk one morning. The day before had been particularly stormy and the little fellow was coming to the rescue as best he knew how.—*George Curtis Warren in the Chicago Record.*

Not To Be Too Well Done.

There is a happy mean in everything. It is said that a shrewd old lady heard her married daughter say:

"If my husband doesn't do such and such a thing, he'll find himself in hot water."

"My child," said the old lady, "a man is like an egg. Kept in hot water a little while he may boil soft: but keep him there long, and he hardens!"

Another Story.

Many amusing stories are being teld of the recruits in service. The New Orleans *Times Democrat* tells one of a German in the naval reserve, who was walking his post and calling the hours as required.

He called, "Seven bells and all's vell." The next call, however, was a variation. It was:

"Eight bells, and all is not vell; I have droppit my musket oferboard.

A Poor Dinner.

The Montreal *Witness* prints this little story of a poor woman who recently went to a saloon in search of her husband:

She found him there, and setting a covered dish, which she had brought with her, upon the table, she said:

"Thinking that you are too busy to come home to dinner, I have brought you yours," and departed.

With a laugh the man invited his friends to dine with him: but on removing the cover from the dish he found only a slip of paper, on which was written:

"I hope you will enjoy your meal. It is the same as your family have at home."

PRIMARY METHODS

"I AM SO HAPPY"

SECOND GRADE LESSONS IN LITERATURE.

BY MAE HENION SIMMS.

The Leak in the Dyke.

First Day.

There was once a little boy named Peter who lived with his father and mother and brothers and sisters in a country called Holland.

Holland is on the other side of the earth.

(Talk of other children who live on the other side of the world. Little Columbus, little German children, the little Puritan children, etc.—if the class has heard the Thanksgiving story.)

Holland is a low, flat country that lies along the sea.

It is so very low that the sea would wash over it very often if the people did not build strong levees or dykes along the sea shore and rivers.

(Questions upon how levees, dykes or dams are made.)

If the dykes gave away in a little place so just a tiny stream of water could come thru, can you think what might happen if some one did not find the hole and stop it up at once?

They had to keep men to watch the dykes all day and when they went home at night they always looked to see that every thing was safe.

(What would happen if the water should overflow? Have you ever seen levees or dyke? Where? They were built to keep what water from overflowing? Did you ever see an overflow? How did it look? How did everything look after the overflow?)

Second Day.

In Holland they built their houses up on high stilts? Why was that?

Dutch Homes.

Dutch people are very neat.

The wives and daughters are constantly rubbing and polishing utensils. If they did not do so, in that damp country the rust would soon destroy them.

The kitchen is the principal room in the house. It looks very comfortable.

It is made with red bricks and is strewn with fresh sand every day.

Then there are the brick hearths, pretty tiled walls, polished chairs and tables and copper kettles and sauce pans as bright as scrubbing can make them.

The parlor is a grand room and is used only for weddings and christenings and birthdays.

Although it is used so seldom it is cleaned very often.

Every Saturday the house wife sweeps the floor, washes the windows and the large mirror and dusts and polishes the furniture; even the door knobs are rubbed till they shine.

Then the shutters are closed again not to be opened until the next cleaning day comes.

When they go into their houses the Dutch people always take off their wooden shoes and leave them at the door. Dutch houses are often built upon stilts.

(Why is this?)

Little Dutch children are not idle.

When the little girls are only four years old they are taught to knit.

When they first learn to knit they have a wonder ball. It is a large ball with something in the middle of it.

Sometimes it is some money, sometimes it is a pretty toy. When the little girl knits all the yarn she can have whatever is in the middle of the ball.

First she learns to knit mats, wash cloths and garters, and after she can knit better, stockings, mats, rugs and mittens.

Little boys help in the dairies, for this is a great country for dairies.

The Dutch people keep their dairies as clean as most people do their houses.

They scrub them out every day.

They wash and comb the cows and braid their tails and tie them with ribbons.

There are a great many storks in Holland. People are very fond of them; they would not think of killing one.

The storks are very helpful to them, killing the toads and frogs that abound there.

The storks are so tame that they may often be seen walking up and down the streets, and people make places for them to build their nests on the tops of long poles that are driven into the ground. This is so they can have a dry place for their nests.

They have no street cars or drays in Holland, or at least they are not like ours.

They are boats that sail up and down on the canal.

(What is a canal?)

There are many boats on these canals.

Some little children are born on them and live there all their lives.

The canal boats are neat as wax.

They are painted bright colors and have pretty curtains at the windows.

Little Holland children all go to school. They are taught to be very polite to every one.

Everything in school is very neat.

The children sit in their stocking feet; they leave their wooden shoes in a pile at the door.

Little Dutch children have red cheeks, blue eyes and yellow hair.

The little girls wear embroidered bodices, red skirts and thick clogs or wooden shoes.

The boys wear baggy trousers which reach only to the knee.

Their jackets are often decorated with big buttons of copper, silver or even gold.

They wear wooden shoes.

In summer the children sail their little boats on canals or ponds.

They play jack-stones and many singing games.

In winter they all skate. They have many games that they play on skates.

Little boys cannot throw stones for there are none to throw.

Third Day.

(Review previous lesson.)

Little Peter lived in just such a home as this. There was a dyke a little ways from Peter's father's house.

Over on the other side of this dyke lived a poor old blind man.

He lived all alone.

Peter's father and mother had known him a great many years.

They did many things to make the old man happy.

One day Peter's mother had been making some cakes and she thought she would send some to the poor old man.

She called Peter and told him to take them to him while they were nice and hot.

She said she thought that he would have time to get back before the sun set.

Peter trudged off whistling as he went.

He had been playing under the willow trees with his brothers and sisters.

(What kind of soil do willow trees like best? Should you think they would grow well in Holland? Why?)

Fourth Day.

Lesson on the willow tree and willow ware. Have willow branches any leaves. Call attention to flexibility and non-adhesiveness of bark.

What is made from willow?

Did you ever make anything of willow?

Fifth Day.

Peter said good-bye to his brothers and sisters.

He said he would be back before they saw a single star.

(What did he mean by that? Can you see stars in the day time? Why not?)

He said he would not be afraid to go in the darkest night; he was such a brave little fellow.

He was a kind little boy too. He wouldn't rob a bird's nest or hurt any of the dumb creatures.

(Read to class first three stanza's of "Leak in the Dyke." Tell them that is the way Miss Cary told the story.)

Before long he reached the house where the blind man lived.

The old man always liked to have Peter come to see him.

(Why did he?)

After he had staid a little while Peter told the old man he must go home, for he remembered what his mother had said about getting home before dark.

He said good-bye and started to go home.

Sixth Day.

(Review by questioning.)

After Peter had left home his mother was busy all the afternoon. She got supper ready for Peter and his papa and the rest of the family.

She was going to have a good supper, for she knew they would be hungry.

His father was one of the men who tended the dykes.

There were little gates in the river dykes that they could open and let the water thru when they wished to irrigate the land. When these gates were closed the water could not get thru. When they wished to irrigate they opened the sluice gates and let the water thru.

(Have you ever seen land irrigated? How was it done?)

In the afternoon Peter's mother began to look for him. She watched and watched but he did not come.

So she said something must have happened that he did not start home earlier. She thought he might stay all night and come early in the morning.

His father came home very tired—too tired to go for Peter. They all went to bed thinking that Peter would come early in the morning.

(Read to class first five stanzas of poem.)

Seventh Day.

But where do you suppose little Peter was and what was keeping him?

He started home just as his mother had told him to do—early enough to be safe at home before dark.

He stopped to pick a few flowers, for he had plenty of time, and to listen to the waves dashing against the dykes. He said: "It is well, wicked old sea, that the sluice gates are so strong and that my father tends them so carefully, for you would like to break thru and flood our lands and carry away our houses and drown us."

Just then he thought he heard something like water trickling thru the dyke.

Oh how frightened he was!

He dropped his wild flowers and ran over to the place from which the sound came.

There he saw a little stream of water no larger than his hand coming thru the dyke. He knew if it was not stopped up at once

---

NOTE.—If accessible allow the children to read as a reading lesson "Holland Children" and "Margot's Story" in "Little Folks of Other Lands." If you haven't a set of books the reading may be from the blackboard, a little each day, or it may be copygraphed and read from slips of paper.

MAE HENION SIMMS.

before morning it would be so large that it would break thru the dyke and flood the whole country.

He put his little hand over the hole and found that it kept the water from coming thru.

He held his hand tight and commenced calling for help.

He put his ear down to the ground to see if he could hear any one coming.

(Why did he do that? Did you ever see any one listen in that way? Speak of putting the ear to the railroad track to see if the train is coming.—See note.)

Poor little Peter could not hear any one coming so he kept on calling and calling, watching and listening, holding his hand over the leak all the while, but no one came.

Then he began to grow very weak and tired, and it was so dark that he could not hardly see, but still he held his hand over the leak.

(Why didn't he leave the hole in the dyke and run home and tell his father? Heroism, bravery, self-sacrifice.)

Peter thought of his little brothers and sisters at home asleep in their nice warm beds.

He thought of his father and mother and called to them again and again.

Then he began to feel very numb and sleepy, and then he did not know any more—the poor little boy was so nearly frozen to death.

His mother got up early in the morning; she had worried about him all night.

She was watching the pathway for him just as she had done the day before.

She saw some one coming. It was some of the neighbors bringing little Peter home to her.

Early in the morning they had found him unconscious and almost dead, with his little hand still over the hole in the dyke keeping the water out.

This was many years ago, but the Holland people still remember it and they tell the story to their children.

(How little Peter got well and every one felt so grateful to him?)

They taught their children to be brave and true and to love their country and their homes as Peter did.

Read entire poem.

Memorize as much of the poem as the childran can without effort.

NOTE.—Two experiments with conducting sound:
1. Tie a spoon to the middle of a string. Wind the ends of the string around the fingers. Put the fingers in the ears. Strike the spoon against something.
2. Touch one end of a stick or lead pencil to the teeth and touch the other end to the desk. Scratch the desk. The pencil conducts the sound.

The Cary Sisters.

Alice Cary was born on the 26th day of April, 1820, and in the same house September 4, 1824, was born her sister and life long friend, Phœbe.

This house was low and small—a humble farm house in the Miami Valley, near Cincinnati, Ohio.

The family circle included father, mother and brothers and sisters to the number of nine.

The memories of this home form the theme of many of their tenderest poems and appear and reappear in the verse of both sisters as long as they lived.

The Cary family traced its lineal descent to John Cary, who in turn traced his to Thomas Cary, who was a cousin of Queen Elizabeth.

"John Cary came to Plymouth colony in 1630 and was prominent and influential among the Pilgrim Fathers.

"He was thoroly educated, taught the first Latin class and held important offices in church and town."—(Memoirs of Cary Sisters.)

John Cary was five generations removed from the Cary sisters.

Despite the marked personal modesty of both sisters they evinced an ingenious pride and delight in their ancestry.

They were proud of their descent.

This was especially true of Phœbe.

At early ages they began to write down in "uncertain lines" their first poems.

Alice at the age of fifteen showed her taste for writing by frequently improving the poor verses printed in her reader and in writing original ones in her copy book.

Phœbe's first poem was printed when she was but fourteen years old.

She sent it to a publisher secretly without telling even Alice.

She describes her pride and delight when it was printed in a Cincinnati paper.

In the meanwhile their mother and two sisters had died—a sorrow which left its stamp on their young lives.

A step-mother had entered their home who had not the slightest sympathy with their literary taste.

Hard, uncultured and utilitarian—she had nothing in common with the refined, esthetic natures of the sisters.

Then followed months of severe trial.

Unable to follow their favorite occupation of reading and studying, the hours of the day crowded with household duties, and the luxury of a tallow candle at night to study by became the subject of much dissension between step-daughters and step-mother.

Their library at this time consisted of half a dozen books, including a bible and hymn book.

Fortunately for the sisters this life did not continue long.

The father prepared a new home for his wife and left his children in peace in the old homestead.

In 1850 Alice Cary removed to New York City.

In the spring of 1857 Phœbe joined her.

Then began their life together which extended over a period of twenty years.

Their early years there were marked by struggle; the strictest economy and hard work being necessary to eke out subsistence.

Gradually they won their way to the position they finally occupied.

Their home became a literary center—a favorite resort for the bright minds of their locality.

Alice, sensitive, gentle and reserved.

Phœbe, bright, witty and sparkling.

Both strong characters whose influences have been far reaching.

Their love for children is shown in the many children's poems each has written, eloquently disclosing the fact that the writers had been no mean students of child life.

Alice Cary died in February, 1870.

Phœbe in July 1871.

NOTE.—Enough of the life of the Carys may be told to interest the children in the name when they hear it connected with any of their poems.

(Restraint)—"Where's the Spanish prisoner," inquired the sightseer.

"Oh, he's out taking a walk or going to a party or something of that kind."

"Perhaps you wouldn't object to going and taking lunch with me."

"I'd like to. But I can't leave here a minute. I'm his jailer."

What is true Aim of Education?

The question has had many answers. Here are some of them:

Chinese: To impress traditional ideas and customs and to preserve the established order of Society.

Ancient India: To preserve caste distinctions and to prepare for absorption into Nirvana.

Ancient Persia: Physical strength and moral rectitude.

Ancient Hebrews: To become faithful servants of Jehovah.

Sparta: To train soldiers.

Athens: Beautiful soul in beautiful body.

Rome: To make a man fit to perform justly, skilfully and magnanimously all the offices, both public and private, of peace and war.

Socrates: To dispel error and discover truth.

Plato: To give to body and soul all the beauty and all the perfection of which they are capable.

Aristotle: Attainment of happiness thru perfect virtue.

Quintilian: To make orators.

Seneca: Not for school but for life.

Charlemagne: To make intelligent citizens.

Monastic Schools: To foster interests of the church.

Burgher Schools: To train for the practical wants of life.

Agricola: The accumulation of knowledge.

Erasmus: General education to prepare for future duties.

Luther: More effective service in church and state.

Melancthon: General education for service as citizen and subjeet.

Sturm: Piety, knowledge, eloquence.

Montaigne: To make "men" before specialists.

Rabelais: To form a complete man, skilled in art and industry.

Comenius: To attain eternal happiness in and with God thru education.

Locke: Practical knowledge rather than mere learning, and a sound mind in a sound body.

Fenelon: To train for the duties of life.

Rollin: To train heart and intellect at one time.

Francke: To prepare for a life of usefulness and piety.

Rousseau: Complete living.

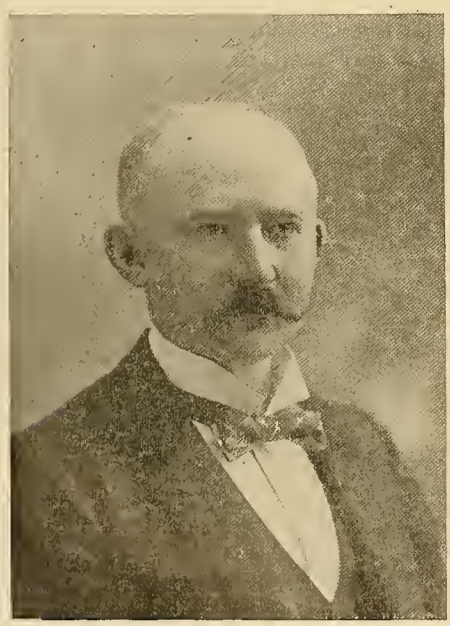
Pestalozzi: Natural progressive and systematic development of all the powers.

Froebel: To direct natural activities to useful ends.—*Philadelphia Teacher.*

County Superintendents.

Elected June 6, 1898.

County Superintendent.	Postoffice.	County.
W. R. Privett	Baker City	Baker
George W. Denham	Corvallis	Benton
H. S. Strange	Oregon City	Clackamas
Joseph T. Lee	Svenson	Clatsop
I. H. Copeland	Warren	Columbia
W. H. Bunch	McKinley	Coos
William Johnson	Prineville	Crook
William S. Guerin	Langlois	Curry
Douglas Waite	Roseburg	Douglas
W. W. Kennedy	Fossil	Gilliam
R. D. Williams	Prairie City	Grant
W. C. Byrd	Burns	Harney
C. A. Gregory	Medford	Jackson
J. D. Hayes	Grants Pass	Josephine
P. L, Fountain	Klamath Falls	Klamath
J. Q. Willits	Lakeview	Lake
William M. Milller	Eugene	Lane
George Bethers	Newport	Lincoln
A. S. McDonald	Albany	Linn
B. L. Milligan	Ontario	Malheur
G. W. Jones	Salem	Marion
J. W. Shipley	Heppner	Morrow
A. P. Armstrong	Portland	Multnomah
J. N. Hart	Dallas	Polk
W. H. Ragsdale	Moro	Sherman
George B. Lamb	Tillamook	Tillamook
J. F. Nowlin	Pendleton	Umatilla
E. E. Bragg	Union	Union
J. C. Conley	Joseph	Wallowa
C. L. Gilbert	The Dalles	Wasco
H. A. Ball	Hillsboro	Washington
E. V. Littlefield	McMinnville	Yamhill



The American Guild.

THIS institution is a fraternal beneficiary order, established on a plan which differs in many respects from the basis on which other fraternal beneficiary associations are founded. The American Guild was organized at Richmond, Virginia, and chartered by special act of the Legislature of that state in the year 1890. $25,000, in first-class securities, are deposited with the State Treasurer of Virginia for the benefit of the membership at large. The benefits are as follows:

Mortuary and Old Age Benefits.

$500 to $5000 protection to family in case of death or a provision for self in old age.

$250 to $2500 in case of permanent and total disability.

$1.25 to $12.50 per week in time of sickness.

Since the establishment of the Guild, subordinate chapters have been formed in every section of the country. The system governing the management of the institution is at once so novel, reliable, and business-like that the organization is rapidly obtaining popularity, confidence, and increase of membership in the country. The Supreme Chapter is at Richmond, Virginia, and the officers are as follows:

HON. CHAS. T. O'FERRALL ..... *Supreme Governor*
Governor of Virginia, 1894-1898.)

HON. REV. T. CRUMP ..... *Supreme Vice Governor and Counsel*
(of W. W. & B. T. Crump.)

WILLIAM RYAN ..... *Supreme Treasurer*
(Formerly U. S. International Revenue Collector.)

JOSEPH A. WHITE, A. M., M. D..... *Supreme Medical Examiner*
(Professor Richmond University College of Medicine.)

REV. J. Y. DOWNMAN..... *Supreme Chaplain*

S. GALESKI ..... *Supreme Secretary*

Now, as to the system in the conduct of the Guild, we start with the proposition that there are no *lodge dues to pay,* and the amount of the monthly payment does not increase with age, and with *one* exception, women are as eligible for membership as men, and upon the same terms. He begins to pay the secretary of his chapter during the month following his admission the regular monthly payments according to fixed rates graduated upon the age of the member and the amount of his benefit, and at the age of seventy he has the privilege of applying for the old age disability benefits, which is equal in amount to all the payments he has made, less his sick benefits, or he may continue membership at his option. The Guild is regularly setting aside a substantial reserve and emergency fund, which insures equity, permanency and stability. There is now nearly $200,000 in this fund. Memberships are non-forfeitable, and the American Guild is the pioneer in this peculiar feature of its management. Members in good standing, unable or unwilling to continue their payments after six consecutive years or longer, may become special members, in which case one-half the amount he has paid in is placed to the credit of such special member, if applied for at the end of six years, and five per cent of the regular monthly payments is added to each additonal year of membership, until the amount reaches all the monthly payments contributed. The benefits are payable to the special member when he reaches the age of seventy years, or previously to his family in case of his death.

Persons are admitted to the highest benefit ($5000) up to the age of forty-five years, inclusive. The highest benefit to which person from forty-six to fifty-five are admitted is Grade 3 ($3000). Persons over fifty-five years of age are not eligible to membership.

Mr. R.W. McGarvie, 19 Montgomery Street, San Francisco, represents the Association in California. His portrait heads this article.

THE STUDY OF HISTORY FROM ORIGINAL DOCUMENTS.

William Penn and the Founding of Pennsylvania.

BY ROSE V. WINTERBURN.

Virginia and Massachusetts represented the life of the northern and southern English colonies; between them lay a great belt of land, soon to become populous colonies, homes for people persecuted elsewhere for their religious views.

The Quakers had been so persecuted in England that many had taken refuge in America. At first, however, they were no better off here, for the Puritans punished them severely and drove them away, and Virginia offered them no retreat since the people there worshiped in the Church of England. Finally, William Penn, a rich and influential Quaker, asked the king for a grant of land where he could make a home for the oppressed members of his sect. As a result there grew up a middle colony that soon became noted for its toleration of all religions. Even the Indians were so kindly and honestly treated that we find the following words from an old chief of the times:

> The Englishmen do not love Quakers, but the Quakers are honest men and do no harm; and this is no Englishman's sea or land, and the Quakers shall come here in welcome.

The petition to the king asked for a region, * * * Lying north of Maryland, on the east bounded with the Delaware River, on the west limited as Maryland is, and northward to extend as far as plantable, (and) which is altogether Indian.

The charter was signed in 1681, and on the next day Penn wrote to a friend:

> After many waitings and watchings, this day my country was confirmed to me * * * by the name of Pennsylvania, a name that the king would have given in honor of my father. * * * My God that has given it to me through many difficulties, will, I believe, bless and make it the seed of a nation.

Penn brought many emigants to this new province of his, but he required them to enter into the following agreement with him:

> Forasmuch as it is usual with the planters to overreach the poor natives * * * in trade, by goods not being good of the kind, or debased with mixtures * * * it is agreed that whatever is sold to the Indians * * * shall be sold in market place, and there to suffer the test, whether good or bad.
>
> That all differences between the planters and the natives shall be ended by twelve men, that is, by six planters and six natives.
>
> That in clearing the ground care be taken to leave one acre of trees for every five acres cleared, especially to preserve oak and mulberries for silk and shipping.
>
> That no person leave the province without publication being made thereof in the market place, three weeks before, and a certificate from some justice of the peace, of his clearness with his neighbors and those he has dealt with.

Penn tried to give his colonists a fair and just form of government, but he knew that the government must depend on the people. He says:

> Governments, like clocks, go from the motions that men give them, and as governments are made and moved by men, so by them they are ruined too. Wherefore governments rather depend upon men than men upon governments. Let men be good and the government cannot be bad; if it be ill they will cure it. But if men be bad, let the government be never so good, they will endeavor to warp and spoil it to their turn.

The first description we have of the country after it became Pennsylvania are in the letters of Markham, one of Penn's relatives who had preceded him to America. He wrote to his wife:

> It is a fine country if it were not so overgrown with woods, and very healthy. Here people live to be over one hundred years of age. Provisions of all sorts are very plentiful, venison especially. The Indians kill them only for their skins, and if the Christians will not buy the flesh they let it hang and rot on a tree. In the winter there is a mighty plenty of wild fowl of all sorts. In the fall of the leaf, or after harvest, here are abundance of wild turkeys, which are mighty easy to be shot; duc , mallard, gesse and swans in abundance, wild; fish are in great plenty. In short, if a country life be liked by any, it might be here.

After Penn had been in America some time he wrote back as follows:

> The people are a collection of divers nations in Europe; as French, Dutch, Germans, Swedes, Danes, Finns, Scotch, Irish and English; and of the last equal to all the rest. (Philadelpha has advanced to 357 houses), some of them large, well-built, with good cellars, three-stories, and some with balconies. * * * The hours for work and meals to laborers are fixed, and known by ring of bell. * * * And after nine at night, the officers go the rounds, and no person is suffered to be at any public house that is not a lodger.
>
> With the natives we have lived in great friendship. I have made seven purchases, (of land) and in pay and presents they have received at least twelve hundred pounds of me. They generally leave their guns at home when they come to our settlement; they offer us no affronts, not so much as to one of our dogs, and if any of them break our laws, they submit to be punished by them. * * * We leave not the least indignity to them unrebuked, nor wrong unsatisfied. Justice gains and awes them. They have some great men among them, I mean, for wisdom, truth, and justice.

Penn would let no one take land from the Indians until the savages had been paid for it. To get enough land for his emigrants, a great meeting was held with the Indians at Shackamax on June 23, 1683. Penn's own words best describes this famous meeting:

> When the purchase was agreed, great promises passed between us of kindness and good neighborhood, and that the English and the Indians must live in love as long as the sun gave light. Which done, another made a speech to the Indians * * *; first, to tell them what was done; next, to charge and command them to love the Christians, and particularly to live in peace with me, and the people under my government. At every sentence of which they shouted and said *amen* in their way.

The colony grew rapidly in people and in wealth, owing largely to Penn's energy. In 1682, he wrote:

> I am very well, * * * yet busy enough, having much to do to please all. * * * I am day and night spending my life, my time, my money, and am not a sixpence enriched by this greatness. * * Had I sought greatness, I had stayed at home (in England).

While Penn remained in the colony affairs went off smoothly, but when in 1684, he was obliged to return to England, troubles soon came. The council that was to have governed the colony, quarreled among themselves, until Penn felt forced to write them from England:

> I am sorry from the heart for your animosities. * * * For the love of God, of me, and the poor country be not * * * so noisy and open in your (quarrels). * * * I am above six thousand pounds out of pocket more than ever I saw by this province.

Penn allowed great freedom of thought to everyone who came to Pennsylvania. One of the Germans who settled there said of him:

> Now altho the oft-mentioned William Penn is one of the sect of Friends or Quakers, still he will compel no man to belong to his particular society, but he has granted to everyone free and untrammelled exercise of his opinions and the largest and most complete liberty of conscience.

King Philip's War.

The friendly relations that were established between the Indians and the early Pilgrims settlers in Massachusetts were soon disturbed by the later arrivals. The treaty that had been made

with Massasoit lasted more than fifty years, but long before that time had expired trouble was brewing. Philip, the son of Massasoit, said to his tribe:

> Brothers, * * * you see this vast country before us, which the Great Spirit gave to our fathers and to us. * * * Brothers, these people from the unknown world will cut down our groves, spoil our hunting and planting grounds, and drive us and our children from the graves of our fathers and our council tree.

The causes of King Philip's war as stated by the Indians themselves in a council held between King Philip and the whites were:

> The Indians said that they had a great fear to have any of their Indians called or forced to be Christian Indians· * * * Such being disobedient to the Indian kings.
>
> Another grievance was * * * some of the kings had done wrong to sell so much (land). They left their people none, and some being given to drunkenness, the English made them drunk and then cheated them in bargains. * * *
>
> Another grievanee was * * * the English were so eager to sell the Indians liquors, that most of the Indians spent their all in drunkenness, and then abused the sober Indians.

The famous Boston minister, Cotton Mather, gives the English view of the causes of the war:

> Nor could it be expected that nations of wretches, whose whole religion was * * * demon worship, should not be (roused) * * * to some early and bloody action, for the extinction of a plantation so contrary to his interests as that of New England. * * * So that the infant colonies of New England * * * unanimously resolved, that, with the assistance of heaven, they would root this nest of serpents out of the world.
>
> The most famous action of this war was the destruction of the fort of the Narragansetts, in which most of that tribe perished.
>
> The fort was raised upon a kind of island of five or six acres of rising land in the midst of a swamp; the sides of it were made of heavy posts s t upright. * * * The place where the Indians used to enter * * , was over a long tree upon a place of water, where but one man could enter at a time * * *; but at one corner there was a gap made up only with a long tree, * * * over which men might easily pass; but they had placed a kind of b.ock-house right over against the said tree, from whence they sorely galled our men that first entered; * * * but at the last they made the enemy all retire from their fortified places, leaving multitudes of their dead bodies upon the place. * * (The fort and all their wigwams were burned.)
>
> Those that were left alive, (were) forced to hide themselves in a cedar swamp, not far off, where they had nothing to defend them from the cold but boughs of spruce and pine trees. * * * Their provision was by the burning of their wigwams, so much of it spoiled at the burning of their fort, * * * that it was the occasion of their total ruin afterwards; * * * It was confessed by one among them, that the Indians lost seven hundred fighting men that day, besides three hundred that died of their wounds; * * * the number of old men, women and children that perished either by fire or that were starved by hunger and cold, none of them could tell.
>
> Philip, like a savage and wild beast, having been hunted by the English forces through the woods, above a hundred milee backward and forward, at last * * * with a few of his best friends (retired) into a swamp, which proved but a prison to keep him fast till the messenger of death came by Divine permission to execute vengeance upon him.

QUESTIONS.

William Penn and the Founding of Pennsylvania.

What evidence have we of the honest treatment of the Indians by the Quakers? What of their justice in settling quarrels? What feeling was evinced by the king for Penn's father? On what did Penn base his belief that Pennsylvania would become prosperous? What two industries did Penn wish to foster by leaving trees? Why would good order be strengthened by requiring a certificate before leaving the colony? How did Penn's own colony prove that good government depends on the character of the men who form it? How did Markham's description of Pennsylvania correspond with those sent back to England by colonists from New England and from Virginia? Why were so many nationalities attracted to Penn's colony? What attitude was taken toward their religions? How was Penn rewarded for his devotion to his colony? Why did troubles come when he returned to England?

King Philip's War.

What reason did the Indians urge for going to war with the white people? Was there any more reason for such a war in New England than in Pennsylvania? What reason was given by Cotton Mather for this war? Did he represent the feeling of all the colonists in New England?

A most useful exercise for pupils, even in the fifth grade, is to outline the knowledge gained from these extracts as well as from other texts. With young children such outlines should be simple and intended to bring out especially a discrimination between important and subordinate topics. A short, illustrative outline is given below:

Penn and the Founding of Pennsylvania.

- Charter.
  - Obtained from King Charles II.
  - Contained grant of land.
- Agreement with emigrants.
  - Concerning the Indians.
    - Honest dealings,
      - Pure goods.
      - Regular prices.
      - Payment for lands.
    - Justice.
      - Disputes settled by Indians and whites.
  - Preservation of timber.
  - Certificate before leaving colony.
    - From a justice of the peace.
      - Reasons:
        - To prevent the escape of a criminal.
        - To ensure honest dealings.
- Government.
  - Granted by Penn.
- Motto: "Let men be good and the government cannot be bad."
  - After Penn's return to England.
    - Great weakness developed.
      - Reasons:
        - Quarrels among the leaders.
        - Ignorance of self-government,
- Description of the country.
  - Nature:
    - Heavily wooded.
    - Excellent climate
  - Natural food supply abundant.
    - Birds and fish.
- Population:
  - From many nations.
    - Reasons:
      - Attracted by
        - Freedom of
          - Religion.
          - Government.
          - Life.
        - Peaceful conditions.
        - Friendly Indian relations.
- Relations with Indians.
  - Nature—very friendly.
    - Reasons:
      - Honest dealings.
      - Justice to all.
      - Equality of rights.
- Results of colonization to Penn.
  - Loss of money.
  - Happiness from helping the Quakers.

The extracts given this month have been taken from Sheldon's *American History*, Fling and Caldwell's *Studies in History*, and Winsor's *Narrative and Critical History of America*.

President F. P. Graves

The Youngest College President in the United States.

F. P. GRAVES.

The inaugration of President Graves as President of the University of Washington was a notable occasion. Dr. David Starr Jordan delivered an address that was declared both as unexpected as unusual. He closed with these words:

"The highest function of the university is the formation of character, the training of men and women in purity and strength, in sweetness and light. 'The earth' says Emerson 'is upheld by the veracity of good men. They make the world wholesome.'"

President Graves delivered a very impressive inaugral.

"Except the churches and the common schools, no institution in our State is comparable in importance to the State University. In the future the best elements among our citizens will consist of those who have felt its influence. If we wish to have the respect of posterity. we must cherish and support it. We must give it our clearest and intensest thought. May we have the strength to discharge our duty to this generation, and to those who are to come!

"Not long ago Eastern people, many of whom are now Western people, had an idea that the Mississippi was a boundary set by Providence. beyond which everything was destined to remain semi-civilized. It was difficult to convince them that there is no part of our country where there cannot be found men of the completest skill in their respective employments and pursuits They overlooked the fact that we can compete with them on an equality even in the accumulation of money. But time works wonders, for not only have we gained their respect, but it is permitted us to teach them some lessons It shall be my purpose, with your help, to avoid some of the mistakes of Eastern colleges. They are so much under the domination of foreign ideals that they are inclined to make their universities simply nurseries of theoretic scholarship. Such scholarship is apt to be confined to recluses, who may have a place in the older civilizations, but who are largely anachronisms in the surroundings of a new and active country.

"The purpose of a university should be the evolution of strong moral character, earnestness sincerity, thoughtfulness, thoroness and industry. The instructor who realizes these purposes, who most inspires in his student these aims, is the nearest to the ideal teacher. The University of Washington has undoubtedly sought to attain these purposes in the past, and whatever our opinion of the results may be, let us not be satisfied, but look forward to the future with great surety of success. Certainly the present condition argues more than well for the future."

The University of Washington.

President Frank Pierpont Graves Who Was Inaugurated November 30, 1898, Has Placed it on a Firm Basis in the Hearts of the Students and People.

The State University of Washington does survive the gale, or better still, flies before the gale which fills her every sail and speeds her onward to better and better things and to certain success. In short, the erstwhile contention for supremacy, strife over political or religious creed, and bickerings over imaginary wrongs have been entirely stricken from the unwritten curriculum of the University. To begin with, the Board of Regents have proven themselves beyond the reach of party lash, and without the pale of party allegiance, while, each acting for himself and all for the greatest good of the commonwealth, has sought to strengthen and to harmonize until to-day there is not to be heard in the University, from President to janitor, one discordant note. Every member of the faculty meets and greets his fellows upon the broad plane of professional fraternity, appreciation, and courtesy; and like a social contagion, the entire student-body has come to be actuated by the same true and ennobling impulse until the spirit of friendship and brotherly love holds unbounded sway. Of course, this can be fruitful of but one result: All along the line, there is an individual and unified purpose to bring the University up to the highest possible degree of success and to the highest possible standard. Not only does this feeling actuate the faculty and students, but it seems to be the feeling thruout the State, where the University is no longer regarded as belonging to Seattle, but to the people of Washington.

This state of affairs is very largely due to the master stroke of the Board of Regents in calling Doctor Frank P. Graves to the Presidency. The following is taken from an article written by one of his former acquaintances in the East:

"President Frank Pierrepont Graves, Ph. D., Litt. D. LL. D.

"Frank Pierrepont Graves was born in Brooklyn, New York, in 1869. His parents were from Massachusetts, his father being a graduate of Harvard College. He was prepared for Columbia University at the Polytechnic Institute, where he easily led the class in Greek and Latin.

'At college he made a specialty of classics, and received the highest prize in Latin in his Junior year. He graduated from Columbia the next year with first honors in Latin and Greek. He immediately began work at the University for the doctorate in philosophy, and has since had the additional advantage of graduate courses at Boston and Harvard Universities. His first position as a teacher was instructor in Greek in the Drisler School, New York City. His work here was eminently successful and both the principal and pupils were greatly attached to him. He next taught Greek at his alma mater. Here his instruction of the freshman class and the classes in sight-reading soon earned him an enviable reputation. In June 1891, Dr. Graves resigned his position at Columbia to accept an adjunct professorship at Tufts College, Mass. In 1893 he was made Professor of Classical Philology, the chair having been especially created for him. His success in this department was of the highest order, the result of tact combined with great personal magnetism. During the five years he was at Tufts, Greek rose from the most unpopular subject in the curriculum to the one most often chosen as a major study.

"In June, 1896, Dr. Graves was elected President of the State University of Wyoming. Altho younger than any professor, he was the favorite of the faculty, as well as the unanimous choice of the Trustees from fully fifty candidates. His success in Wyoming has been quite as marked as that previously achieved. During his first year the number of students increased about fifty per cent over the average attendance, altho the standard of admission had been greatly raised. During his second year of administration the attendance was nearly doubled.

"President Graves comes in contact with many of the students thru his classes in political sciences, which have been well attended. Deep sympathy with the young men and women within the college walls and out, has made him very popular both with the students and the citizens of Wyoming in general. As a well-known college president has said: 'He is a good disciplinarian, a fine teacher, and has the faculty of awakening the enthusiasm and winning the affections of his pupils.'

"President Graves is the author of several books, among which may be mentioned The Burial Customs of the Ancient Greeks, The Philoctetes of Sophocles, and A First Book in Greek, written in conjunction with Dr. E. S. Hawes. He has contributed many articles to different reviews and philological journals and was a contributor in classical biography to the International Cyclopedia. His lectures on various subjects have also brought him considerable reputation. He is a member of Phi Beta Kappa, the New England Association of Colleges and Preparatory Schools, the American Philological Association, the Western Historical Association, and was one of the founders of the Tufts Chapter of Phi Beta Kappa. In 1897 he was appointed Wyoming vice-president of the Trans-Mississippi and International Exposition.

"In 1893 President Graves was married to Helen Hope Wadsworth, a graduate of Boston University in the class of 1891.

Reluctantly, and while they were paying him a higher salary than the one which he now receives, and while willing to raise the same still higher if need be in order to work his retention, did the people of Wyoming see Doctor Graves move on to the West; but he saw in the possibilities of Washington a great future, and, full of hope, inspiration, energy and efficiency, he determined to enter the field of educational activity side by side with those who he knew had long been laying the foundation of an educational system for the State That his most ardent hopes are to be fulfilled, the present gives great promise. Called by a harmonious Board of Regents, welcomed by the educational force of the State, supported by a unified faculty, and received in love by the university "yell" and "grip" of the student-body, his advent into Washington is certainly an earnest of an exceedingly happy and prosperous future for the institution and the supporting public.

History In Elementary Schools.

A Review of Hittell and Faulkner's Brief History of California by Wilberforce Bliss.

THEODORE H. HITTELL.

THE publication by The Stone Educational Company of San Francisco, of a complete subdivision — Discovery and Early Voyages —of the "Brief History of California," by Theodore H. Hittell, author of the "History of California," and Richard D. Faulkner, Principal of the Franklin Grammar School, San Francisco, promises to be an epoch-making event in the teaching of history in our elementary schools.

The stories of voyages and discoveries which compose the book, are contained within a compass of one hundred and two pages, handsomely printed and bound, and richly illustrated with portraits, sketches, and maps, by Charles J. Hittell, son of the historian. Among the great adventurers whose exploits are related are Columbus, Cortez, Coronado, Alarcon, Cabrillo, Drake and the rest of the English privateersmen, Viscaino, etc. Interesting accounts are also given of the pearl fisheries and the "Seven Cities of Cibola."

The innovation or reform which the introduction of this charming little book presages comes none too soon. Indeed, it is but the tardy culmination of the great improvements that have been wrought very recently in history teaching in higher institutions.

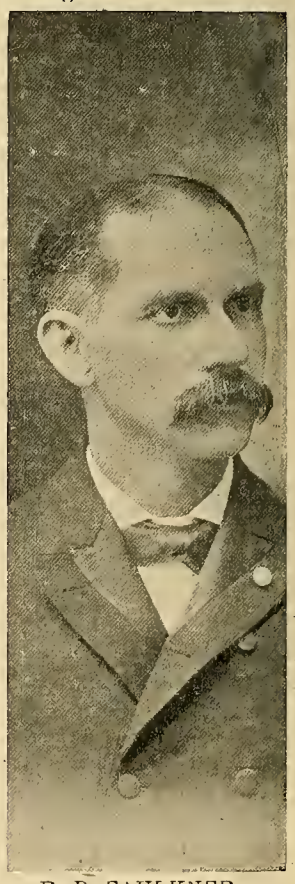
"All reforms begin at the top." In no other department of education has the truth of this dictum been more forcibly demonstrated than in the teaching of history in elementary schools. Within recent years great changes have taken place in our colleges and universities, both as to matter and methods of instruction in history. The spirit of original research has seized the instructor, been communicated to the student, and neither are any longer satisfied with conning over second-hand information, but seeks his materials from the very fountain-head of authority. The conference, or seminary, in which material obtained from original and other sources is worked over, discussed, and classified, and which has become such a prominent feature of almost every department of graduate work, is the outgrowth of this new departure in history. And tho, as Mr. Frederick Harrison has recently pointed out, the zeal for original research may threaten to degenerate into a dangerous craze, this in no wise detracts from the wholesomeness of the original movement, nor lessens the beneficent results it has produced. Only a few years ago many of the smaller colleges did not maintain a distinctive department of history at all, but whatever was attempted in this subject was distributed among instructors in other lines. Now the whole attitude is changed. Even the smallest institutions have established ambitious courses in history and political science and economics, and most of the universities maintain full professorships in American history alone.

All this change could not have taken place without its influence being felt upon the schools below. In our own state the recent marked progress in secondary instruction is due largely to the indirect influence of our two great Universities, but more directly to the accrediting system of the state institution. History has shared with other subjects in this general improvement, and when the plans now under contemplation by the Department of History are fully matured the movement towards stronger work in this subject in high schools will receive a fresh impulse.

But when we inquire what advance the elementary schools have made, the answer is not encouraging. The impulse has scarcely passed beyond the secondary stratum. A little scrappy, juiceless United States History is attempted in the seventh or eighth grade, rarely in the sixth. It is the common verdict of high school teachers that children entering their classes would be better off, in a majority of cases, if they made no pretense whatever in the study of history. Assuming teachers of average knowledge and ability in the grammar schools, the trouble must lie in some other direction, and appears to be based on two causes, improper method of approach and the character of the text books in general use.

It may be a debatable question, which is more logical, to begin with the great whole of universal history and proceed by analysis to the study of particular or local history, or the reverse. But we, as teachers, are not so much concerned about the logic of the matter as which method better agrees with the natural process of the unfolding of the child's mind. Universal history is made up of an almost indefinite number of smaller "wholes," each complete in itself, but yet related to every other. Whatever may be the logic in the case, the simple fact remains that we must present such a "whole" to the young learner as he can comprehend within his limited experience and range of vision. This is common sense at least, and I dare say may be good psychology as well. Surely neither universal nor national history as a whole possesses this criterion.

One of these groups of incidents, easily within the grasp of children of ten and upwards, is presented in the little book under consideration. Here we have a definite portion of state history, made up of a series of interesting, often thrilling, stories of adventure on sea and land, each complete in itself, but related to every other in such an obvious way that the most thoughtless child cannot fail to perceive the connecting thread. The stories are of such a nature and are so charmingly related that they will be read with avidity for their own sake; but they will have a wider influence than that arising from the intrinsic interest of the narratives, or from Mr. Hittell's unapproachable dignity and lucidity of style. These voyages and discoveries form not only an integral portion of the history of our own state, but are related in a very definite way to the history of the United States. This connection is very clearly pointed out in the suggestions for cor-



R. D. FAULKNER

Principal of the Franklin Grammar School, San Francisco, and the author of the suggested correlations in Hittell's History for the Elementary Schools.

relation by Mr. Faulkner, which form a very important feature of the book. Mr. Faulkner's wide and successful experience in the school room and as supervisor has given him that intimate knowledge of children which has enabled him to adapt the correlated work suggested to the pupils for whom it is intended. His directions, if intelligently carried out, will satisfactorily dispose of the problem when and how the transition is to be made from local to national history; and when the pupil has completed the volume according to directions, he will have made an acquaintance with no inconsiderable amount of the history of the United States usually embodied in the opening chapters of text books on that subject, together with a comprehensive glimpse of the conquest of Mexico, the narrative of which Mr. Faulkner has skillfully epitomized for purposes of correlation.

One of the chief elements of interest in the study of history from original sources is the peculiar thrill of emotion one always experiences when standing on historic ground, in the presence of the monuments of by-gone ages, or beholds the records actually left by the hands of the great and heroic as the "embodiment of their own spirit, endeavor and ideals." California is peculiarly rich in such historic records, monuments, and localities. Children are even more susceptible to such influences than adults, and the glamor of romance which brings the daring deeds of Cabrillo, and Drake, and Coronado, and the rest of the heroes of those stirring times into such close touch with their own life and environment has been deftly spread through these pages by historian and schoolmaster. Scarcely a school district in the state is beyond the reach of some historic spot mentioned in the book.

The authors and publishers certainly have done well their part, and it is to be hoped that the school children of California, who have heretofore been nibbling at the dry husks of history, may speedily have access to the rich feast here prepared for them. The new era of expansion upon which we have just entered is an opportune time for a revival and a reform in teaching the history of our state and nation. It only remains for teachers and school officers to see to it that a movement so auspiciously begun be not permitted to languish and fail for want of earnest support.

Department of Supervision

Items of Interest for Trustees, Parents and Teachers.

State Board of Education.

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ELMER E. BROWN,.....University of Cal., Berkeley.
Professor of Pedagogy.
SAM'L T. BLACK'.....Pres. San Diego Normal School

List of County Superintendents Elect.

TERM 1899-1903.

COUNTY.	NAME.	P. O. ADDRESS.
Alpine	Mary N. Neddenreip	Fredricksburg
Alameda	T. O. Crawford	Oakland
Amador	George A. Gordon	Jackson
Butte	R. H. Dunn	Oroville
Colusa	Lilly Langenour	Colusa
Contra Costa	A. M. Phalin	Martinez
Calaveras	John Waters	San Andreas
Del Norte	John McVay	Crescent City
El Dorado	T. E. McCarthy	Placerville
Fresno	George S. Ramsay	Fresno
Glenn	F. S. Reager	Willows
Humboldt	J. B. Brown	Eureka
Inyo	H. C. Hampton	Independence
Kern	W. C. Doud	Bakersfield
Kings	J. W Graham	Hanford
Los Angeles	J. W. Strine	Los Angeles
Lake	C. W. Haycock	Lakeport
Lassen	O. M. Doyle	Susanville
Marin	Robert Furlong	San Rafael
Mariposa	Julia L. Jones	Mariposa
Madera	Estella Bagnelle	Madera
Mendocino	J. F. Barbee	Ukiah
Mono	Cornelia Richards	Bridgeport
Merced	O. W. Grove	Merced
Monterey	Mrs. J. E. Chope	Salinas
Modoc	Anna L. Williams	Alturas
Napa	J. A. Imrie	Napa City
Nevada	W. J. Rodgers	Nevada City
Orange	J. P. Greeley	Santa Ana
Plumas	M P. Donnelly	Greenville
Placer	P. W. Smith	Auburn
Riverside	Edward Hyatt	Riverside
Sacramento	B. F. Howard	Sacramento
San Benito	John Garner	Hollister
San Bernardino	Lulu Claire Bahr	San Bernardino
San Diego	H. J. Baldwin	San Diego
San Francisco	R. H. Webster	San Francisco
San Joaquin	E. B. Wright	Stockton
San Luis Obispo	Miss A. C. Spafford	San Luis Obispo
San Mateo	Miss Etta M. Tilton	Redwood City
Santa Barbara	W. S. Edwards	Santa Barbara
Santa Clara	L. J. Chipman	San Jose
Santa Cruz	J. W. Linscott	Santa Cruz
Shasta	Margaret Poore	Redding
Solano	D. H. White	Fairfield
Siskiyou	Fred Wayne	Yreka
Sonoma	Minnie Coulter	Santa Rosa
Stanislaus	J. A Wagener	Modesto
Sutter	G. C. Kline	Yuba City
Sierra	Josie Finsne	Downieville
Tuolumne	G. P. Morgan	Columbia
Tehama	Mollie Owens	Red Bluff
Trinity	Lizzie H. Fox	Weaverville
Tulare	S. A. Crookshanks	Visalia
Ventura	George L. Sackett	Ventura
Yolo	Mrs. S. E. Peart	Woodland
Yuba	James A. Scott	Marysville

The following is an extract from a letter written by State Superintendent Hon. C. T. Meredith, in reference to the pay of teachers attending associations outside of their respective counties:

"The ruling of the law is that no officer has jurisdiction outside of his district. This applies to every officer from governor to constable. It would follow therefore that, while the county school superintendent may locate the institute at any place within the limits of his county, he cannot require the teachers to attend any institute without the bounds of the county. Outside of the limits of his county he is not superintendent."

Miss Katherine M. Ball has won her suit, and the Supreme Court has ordered her re-entered as special teacher of drawing in the San Francisco schools.

The teachers of San Francisco are placed in an unhappy position in reference to their November and December salaries. The teachers have held meetings and decided to assess themselves for $1000 attorney's fee. The more hopeful, and those on the inside, however, believe that the new board and the new treasurer will undoubtedly fix matters up all right. The sympathies of the public are with the teachers and they must be paid.

Some Interesting Facts About the Election of School Superintendents, and School News.

W. C. Doud of Kern County is a graduate of Stanford.

B. F. Howard of Sacramento County, received the highest majority ever cast for County or State officer in his County.

Margaret I. Poore of Shasta County is a native daughter. She was educated at Napa College and has taught twelve terms.

Otis M. Doyle of Lassen County has been re-elected for the third term. He has taught seventeen years in Lassen County.

Estella Bagnelle of Madera County, is a graduate of the San Jose Normal and has made a special study of Latin and Spanish.

Chas. W. Haycock of Lake County is a native of Canada. He was educated at the California College and has taught six years.

R. H. Dunn of Butte County was born in Missouri and educated at the La Grange College. He has taught in Butte County since 1881.

J. A. Imrie of Napa County is well-fitted for his office both by education and by sound views upon general topics. He has taken special work at Stanford.

Anna L. Williams was re-elected in Modoc County. She is a native of this State, and was educated in the public schools and the Woodham's Academy at Chico.

Edward Hyatt of Riverside County had a peculiar election experience. The majority against his ticket was 600, but he was elected by a majority of 742 and he well deserves re-election.

Mrs. Florence D. McKiernan has been chosen principal of the Cordelia school to succeed D. H. White, who has been elected County Superintendent of Schools.

Anna Kohler of the Stockton High School, was one of the heroines of the T. C. Walker disaster near Stockton.

Miss Minnie Coulter of Sonoma County is a native of the county. Was educated at McMean's Normal School and Stanford University. She has taught eight years.

Miss Julia Jones of Mariposa County, John Garner of San Benito County and Miss Etta Tilton of San Mateo had no opposition, having been indorsed by all parties.

Mrs. S. E. Peart of Yolo County is the most literary of the lady superintendents having been a successful writer for Philadelphia and Boston Journals. She was educated at Mills College.

Hugh J. Baldwin of San Diego County, had the handsome majority of 942 votes. He has had a wide range of experience as a school man, and will make an active and progressive superintendent.

L. J. Chipman of Santa Clara County, was re-elected after his party repudiated him, by a majority of 1300. Now that Thurmond of Santa Barbara has retired, Chipman is the longest in service in the State.

State Superintendent elect Kirk ran ahead of his ticket in nearly every county in the San Joaquin Valley and in Fresno, his home county he received a majority of over 1000, altho a Democratic county.

Mrs. J. E. Chope of Monterey County who defeated Joh Wood Jr. is a native of Ohio, but was educated in the public schools of this State. She has been principal of the King City school for a number of years.

D. H. White of Solana County is a native son, and editor of the *Cordelia X Ray*. He has been principal of the Cordelia public schools. since 1889 and a member of the County Board of Education since 1893.

F. S. Wayne of Siskiyou County, was born in 1870 and is a native of the county that he will serve as Superintendent of Schools. He has taught nine years and is one of the youngest superintendents in the State.

George A. Gordon of Amador County, is not only a school teacher but a good blacksmith, He was born in Jackson, taught in Jackson and was elected from Jackson. He is a graduate of the San Jose Normal School.

For twenty-four years men have stood for office against Thurmond of Santa Barbara, but always met defeat until this year W. S. Edwards defeated him. He is a native of New York and a teacher of large experience.

Julia L. Jones is a Mariposa lily, born, educated and elected to office in the shadow of the Yosemite. She received the largest vote of any candidate at the recent election. Miss Jones has done special work at the San Jose Normal.

Lulu Claire Bahr of San Bernardino County has taken a special course at Stanford University. She was elected on the Independent ticket. She has taught seven years. She is said to be one of the most attractive young ladies in the profession.

Edgar B. Wright of San Joaquin County, succeeds George Goodell. He is thirty-three years of age and has been teaching for the past eleven years. Has been principal of the Lodi Schools for eight years and president of the County Board of Education.

S. A. Crookshanks of Tulare County, was born in Virginia in 1858. He is a graduate of the Kirkville Normal School of Missouri. He has also taken a special course in Chemistry and Physics at Berkeley. He was Superintendent of Schools in Tulare County 1891—1895, and has always been a very successful teacher.

T. O. Crawford of Alameda County, was the first to introduce manual training in any public school west of the Rocky mountains. He is fifty-two years of age, a native of Maine, a graduate of University of California, and atteaded the Lincoln School as a pupil where he has served so faithfully as a principal.

J. H. Strine of Los Angeles County was born in Pennsylvania, in 1858, educated at the Missouri University. Has taught in the schools of Los Angeles County since 1887 and has been a member of the County Board of Education since 1860; principal of the Monrovia High School since 1893: and President of the Los Angeles Pedagogical Association since 1895. He holds California and Missouri Life Diplomas.

The group picture of the State Board of Education, County and City Superintendents will appear in the January number of this Journal.

Tacoma has raised twenty thousand dollars as an inducement for the N. E. A. to hold the meeting of '99 by the Puget sea.

J. D. Sweeney, principal of the Tehama schools, took an active part in the successful fight against the sixth amendment, both with tongue nd pen.

George S. Ramsay of Fresno County was born in Ontario in 1857 and was educated at the McGill University in Montreal. He taught in the historical town of Quebec for a number of years, and afterwards took the degree of bachelor of arts at Oberlin College. After a career as a successful teacher, he became acting President of the University of New Mexico. In 1895, he became the owner of the Fresno Business College and Normal School. His pupils thruout the county become ardent political workers for him and on the first Monday of January he will succeed the Hon. T. J. Kirk.

James Berry Brown of Humboldt County has had a remarkable career. He was born in Ohio and educated in the public schools of Ohio and Iowa. At the age of fifteen removed to Iowa where he resided until 1859, when he came to Butte County, California, where he lived until the breaking out of the Civil War when he enlisted in the 2nd California Infantry. At the close of the war he took up his residence in Humboldt County and engaged in teaching in April 1865. In 1868 he was appointed County Superintendent of Schools and was re-elected for two successive terms. Again in 1886 was elected for four years, and in 1890, 1894 and 1898 was re-elected to the same office. Was supervising principal of the Eureka public schools from April 1868 to December 1836, showing continuous connection with the public schools of Humboldt County for more than thirty-three years.

The Northern California Teachers' Association.

The meeting at Chico. a great success, both in the excellence of the program and in the attendance. Prof. C. M. Ritter made a very interesting opening address. He said:

"I am pleased this morning to greet so many teachers—teachers in the truest sense of the word. It is no ordinary person that will take freely from his limited earnings and without any other compulsion than that which duty imposes upon him to go from home many miles at such a season as this that he may the better prepare himself to alleviate the condition of his fellow citizens.

I congratulate the people of Northern California upon the outlook. At our last meeting at Shasta Retreat the attendance was weak in point of numbers but strong in fixedness of purpose to perpetuate an association the failure of which would throw an indelible blot upon the fair page of educational progress, pronounce a judgment upon the members of our profession that would retard the influences of civilization in Northern California, withhold from us the fellowship of the advancing columns that scorn laggards in whatever walks of life they may be found, and make us, as we should then deserve, outcasts from the inner temple of society.

Believing that neither time nor place had heretofore been chosen with wisdom, those who met at Shasta Retreat decided to change both. After much unselfish thought they decided upon this time and this place in which to effect the expansion of interest and strength that they so dearly hoped for. Personally, I never saw so considerate a body in my life. They consulted me about the time, the place and the officers, and then did just what I did not advise. They asked me as to the place of meeting and. I suggested Willows; they unanimously chose Chico. They asked me as to my choice for President. I suggested Superintendent Graves; upon motion of Supt. Graves himself and against my positive declination they chose me President. But in spite of these errors we have a splendid meeting to-day, for when the Executive Committee met it decided to call as lecturers to this convention the very best talent obtainable, and as much of it as possible, and decided not to say one word about pay. We knew then that we should be almost certain of numbers, and if we had numbers we should have funds to remunerate our lecturers; but if we should, after having done our best, still fail, we knew the great souls would exonerate us from blame, and go home with empty pockets.

So we offer you to-day, as I believe, one of the strongest programs ever presented in California with no need of apologies.

If I were to stop here, you might draw the conclusion that we were satisfied, and entertained no misgivings as to the future. It becomes therefore, my duty to draw aside the curtain and reveal still more of the present that may conjecture something of the possibilities of the future; and that you may realize with us that our work is only in the architect's hand, as it were, and that the raising, enclosing and finishing of the structure will require all our present help and the addition of the vast host whose absence we who are behind the curtain are so sensible of to-day. In order to reach the highest success of this association we must have the cordial cooperation of all the leaders. The County Superintendents, in particular, by reason of their power and influence, must be the ardent supporters and earnest promoters of its interests. * * * * * *

I believe that this meeting contains the nucleus of a new Northern California, full of the spirit of the age, alive to the inherent defects of our own conduct, and determined to keep step to the martial music of the times so that we may be fully in touch with the best civilized society at the close of the grandest century of the world's era. * * * * * * * *

I invite your early consideration of the questions of time and place of the next meeting, so that when that order of business shall be reached on Saturday, each member may be prepared to act intelligently and promptly for the highest interests of this part of the State."

Among the notable lecturers were Dr. Elmer E. Brown, Prof. Bailey, Prof. Starbuck. Dr. David Starr Jordan, State Superintendent Meredith, Rose V. Winterburn, Minor L. Seymour, and Elizabeth Rogers.

The following officers were elected for the ensuing year:

President, O. E. Graves of Red Bluff; First Vice-President, Guy H. Stokes of Marysville; Second Vice-President, C. S. Reager of Orland; Secretary, Kate Ames of Napa; Corresponding Secretary, J. D. Sweeney of Tehama, and Treasurer, Margaret Poore of Redding.

The association decided to hold the next convention at Red Bluff during the last week in October, 1899.

Accounts of Institutes and other interesting matter held over until the January number.

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" Tommy Anne and the Three Hearts 1.50
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King's The Soil ..... .75
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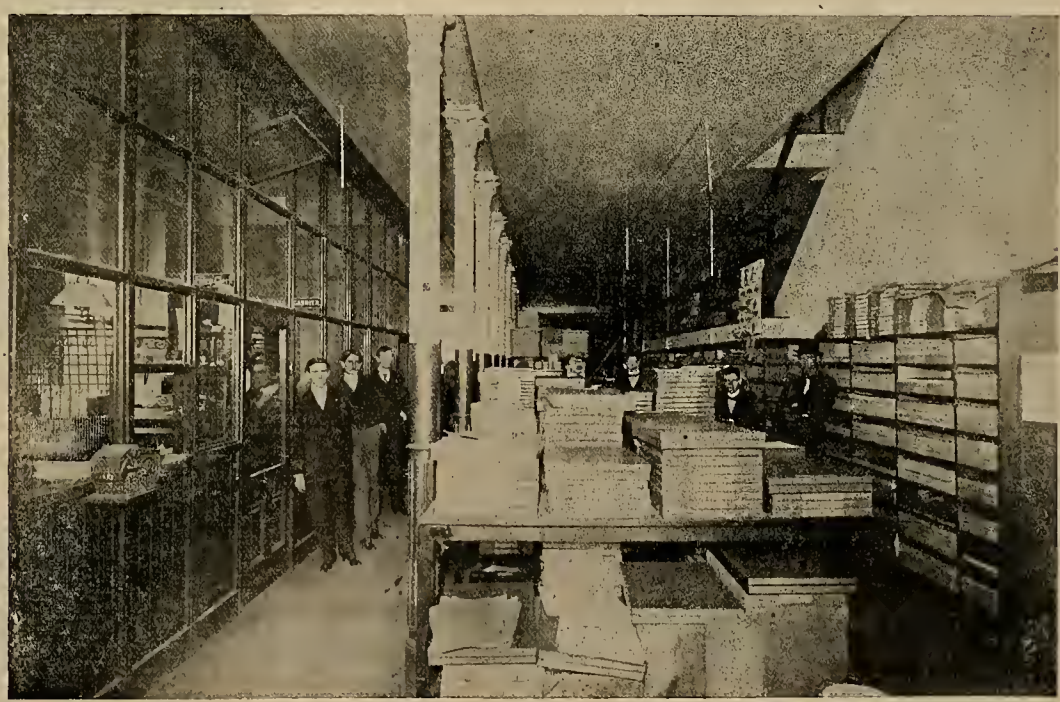

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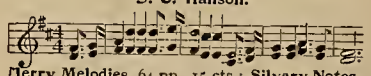

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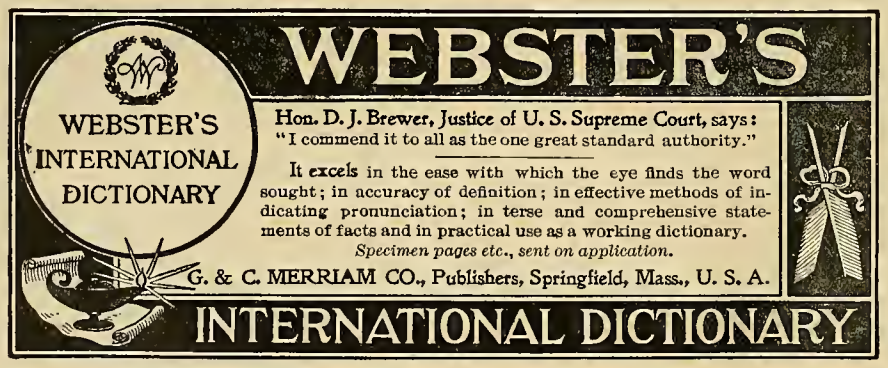

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1. Here are all our stockings, Santa Claus, 'T wont take much to fill them
2. See, they're neatly mended, Santa dear Patched and darned so smoothly
3. Now, we'll hang them neatly In a row, For we're very tidy

For — because, They're so very little, Don't you see? Dear, dear Santa
Here and there, They'll stand lots of stretching, Sure they will. Don't you be a bit afraid
You must know. And to bed we'll scamper, So good night, And we'll never

listen To our plea, Cho. We'll take candy, dollies too, And oranges - if you have 'em
When you fill. Ribbons blue or ribbons pink, And sashes one or two
peek at all, Till day light. 1 2

Same popcorn crisps and story books, O, we'd so like to have some;
A baby carriage - not too small ---------- To hold five dolls will do.

Play.

TO A. M. F.

The stern old world was murmuring,
"While others work, they play."
It could not see what may be won
By going in Nature's way.

The stern old world grew milder,
And even stopped to ask
What may be done for the little ones
Too small for book or task.

And paused in its earnest question
The old world found one day,
"Of lifes' activities the best
Are summed in children's play."

— Laura B. Everett.

Stanford University, Calif.

Book Notes

Ruth and Her Granfadder is a beautiful book for children for Christmas, or any other time. The drawings are by Edmund B. Edmunds, and the stories by Todd. The Stories are to amuse and instruct children. The book is published by A. S. Barnes & Co. Price $1.00.

The American Book Company has issued a very excellent book entitled Geographical Nature Studies by Frank Owen Payne. It is for primary work in home geography. It is beautifully illustrated. Every progressive primary teacher will be delighted to have a copy of this book.

Werner's Magazine is the standard publication on the art of expression and practical authorities. Each number is replete with excellent articles and the very best new poems for recitation. It is helpful, in speech, song, drama, taste, grace, etiquette and entertainment. Edgar S. Werner publisher, two dollars per year.

Four Footed Americans and their Kind by Mabel Osgood Wright, is a charming book for young people, and for school work. The illustrations are excellent, not only beautiful but accurate. They are drawn not from the imagination of the artist, but from the animals. The book is published by the Macmillan Company, and is for sale by A. F. Goodyear, 320 Sansome street.

The best, most helpful, most patriotic, up-to-date, interesting and useful book on the line of history yet published is L. L. W. Wilson's History Reader for Elementary Schools, arranged with special reference to holidays. It has complete chapters on the late war. The Macmillan Company publishers, A. F. Goodyear, Agent, 320 Sansome street, San Francisco, Cal. Price 60 cents.

The Meaning of Education is the title of a complete book of essays by Nicolas Murray Butler, professor of Philosophy and Education in Columbian University. Dr. Butler is one of the most vigorous thinkers we have on educational lines. The essays are all on the broader culture basis, and show a great catholicity of view. The writer, however never touches the heart of the educational forces. He is far from the level of the common school work. The essays while never below a certain standard of excellence both in thought and style are never enlightened with the subtle touch of genius which gives Dr. Jordan such a power over his readers and audiences. The book is published by the Macmillan Co., and for sale by E. F. Goodyear, 320 Sansome St. Price $1.00.

The Princess by Tennyson is one of the latest ten cent Classic Series published by the Educational Publishing Co. The clear type, serviceable binding and excellent notes make it a most desirable copy. Elsewhere in this issue is a notice of the Student Shakespeare, 10 cents a volume. Be sure to write to Educational Publishing Company, for catalog of holiday and other books.

Mrs. Frank Leslie, beginning with the November issue assumed the editorial control of *Frank Leslie's Popular Monthly*. The December number is the richest of all the one dollar magazines. It is the best because so intenely human. It has the charming piquancy of Mrs. Leslie. In illustration the equal of the best, and it surpasses all others in the truthfulness of its articles and in popularity of treatment.

"When the Birds Go North Again" is the title of a new volume of poetry by Ella Higginson. And it is poetry. Mrs. Higginson is a charming woman, and whether she writes prose or verse, she does it with the subtle touch of genius. A beautiful personality that is sensitive to every wind, one who can hear the rustle of the wings "When the Birds Go North Again" cannot help but write true poetry

Patriotic Memorial Days published by the State of Washington, and edited by State Superintendent F. J. Browne, is a fine state paper and will do more practical good than four fifths of the documents that shoot clear over the heads of practical school people who have to do their work each day. Hon. F. J. Browne has done his work well, and the idea in itself is most excellent.

The Standard Literature Series by the University Publishing Co. has reached the thirty-third volume. The numbers are published monthly at $1.75 per year. The latest number included Black Beauty, The Water Witch, The Pilgrims Progress, Round the World in Eighty Days, The Tennessean. These volumes are all edited with notes for use in the public schools. They make standard literature so cheap that no child who can read need be without the best literature. For sale by the Whitaker & Ray Co. 20 cents per. volume.

Ossian H. Lang has edited a book called "The Educational Creeds of the XIXth Century," Published by E. L. Kellogg & Co.

Earl Barnes, E. W. Scripture, W. S. Harris, B. A. Hinsdale, are among some of the noted educators who have attempted in a few words to give their educational creeds. Prof. Barnes' statement is very unsatisfactory. His creed as here given seems to be based entirely on the natural history of human beings. The portraits are very bad, poorly printed and poorly made. The book despite its main faults is interesting, as individual expression of a belief always appeals more strongly to a reader than a philosophical consideration of a question.

California Plants.

The large number of guides for nature studies which have been recently published indicate the interest which teachers are taking in this work and the demand for something which will help them. The California teachers have not been able to profit much by the portion of these publications relating to plant life because they deal with types not commonly found here Such teachers will be pleased to learn that a book admirably suited to their needs has just been published.

"California Plants in Their Homes." By Alice Merritt Davidson. B. R. Baumgart, Los Angeles. 1898.

The author says that the "aim of the book is to foster children's love for nature and for out door life by stimulating their interest in plants." The book attempts to introduce them to a wide circle of plants. Entire living plants, are considered and leading facts concerning their environment. The aim as suggested in the above sentences, taken from the preface, is well carried out.

The book is attractively bound and consists of two parts, either bound together or separately. The first is called "Botanical Reader for Children" and the second "A Supplement to the Reader" with appendix giving additional instructions and an outline of a co rse of plant study for California School Children.

The Reader is well illustrated by over seventy drawings from nature. A chapter is devoted to each subject and is complete in itself. Any one may be taken without reference to the others.

The Algæ are considered in the chapter on "Some Plants that lead Easy Lives." The Fungi are introduced as "Some Plants that do not make their own Living." Other chapters deal with "The Awakening of Trees," "Plants with a Mechanical Genius," "Social Flowers," "Weeds," etc.

As emphasing the importance of the book to California Teachers may be noted more in detail the contents of one or two chapters. "Among the Spring Flowers" are the California poppy, cream-cups, evening-primrose, gilias, baby-blue-eyes, climbing Nemophila, nightshade, Mariposa lily, and others. These are types used to illustrate such points as protection of pollen, protection from enemies, methods of climbing, disposition of honey, etc. In the chapter on "Plants of high rank" special devices for insect pollination are illustrated by the monkey flower, Collinsia, owl's clover, Indian plume, the Salvias, sages and other California plants.

There is a chapter in the Supplement corresponding to each one in the Reader, in which more detailed information, methods of study, and suggestions for field work are given. There is also a short but useful list of reference, books and the pronunciation of the Botanical names used in the Reader.

The book is written in a clear and interesting style, free from many of the technical terms which sometimes are considered the necessary adjunct to any study of plants. On the whole it is a valuable contribution to the study of California plants and will be of great service to teachers in presenting nature work in our Schools.

Perhaps the only criticism which may be raised is suggested by the author herself as to the "use of a Botanical Reader." However, if the directions of the author are carried out, this objection will not be sustained. A teacher who would misuse the Reader by substituting the description in the book for the study of actual, living material would not succeed in teaching Nature subjects under any circumstances.

B. M. DAVIS.
Los Angeles State Normal School.

Among other things educational, the Stockton schools are taking the lead in school room decorations At the last meeting of the Stockton Board of Education, Joseph Steinhart, a prominent business man, in the following communication, presented the schools with art works valued at $100:

Believing that proper incentives should be offered to the pupils in our public schools to encourage them to diligent study, and believing further that the school room should be made as attractive as possible, we respectfully submit for your consideration the following proposition:

With your permission we will give a number of works of art, one or more to each of the four grades or years represented in the primary school course, from the first grade or year thru the fourth grade or year. If our offer is accepted we would submit the following conditions:

1. That the selection of the works of art be left entirely to the board of education or to a committee appointed by the board.
2. That the pictures, reliefs or other art works selected cost in the aggregate, with frames, not to exceed the sum of one hundred ($100) dollars.
3. That the award be made to each of the grades on some competitive basis to be approved by the board of education.
4. That the award be made near the close of the school year in June, 1899.

Good. How many other business men will follow Mr. Steinhart's example?

Program of the San Joaquin Valley Teachers' Association.

Program of the Second Annual Session of the San Joaquin Valley Teachers' Association, to be held in Fresno, December, 22, 23 and 24.

THURSDAY, DECEMBER 22, 1898.

10 A. M.—Invocation - - - - - - - - Rev. W. H. Martin.
Address of Welcome - - - - - - Prof. C L. McLane.
President's Address - - - - - - - J. W. Graham.

NOON.

1:30 P. M.—Foods and Nutrition in relation to Education, G. Stanley Hall, Clark University.
The Spiritual in Nature—its Meaning in Education, Washington Wilson, Berkeley.
What should be the Scope of the Grammar School, C. H. Allen, San Jose.

EVENING SESSION.

Reception to the Association by the Teachers of Fresno County.

FRIDAY, DECEBAER 23.

9:30 A. M.—Child Study, Its Method, Results and Ideals, G. Stanley Hall.
Play as a Means of Idealizing and extending the Child's Experience, Miss Allie M Felker, San Jose.
A New Definition of Education and the Sphere of the Teacher, Dr. E. C. Moore, Berkeley.

NOON.

1:30 P. M.—Radicalism and Conservatism in Education, T. H. Kirk, San Bernardino
The Sixth Sense in Education, Harr Wagner, San Francisco.
The Poetry of Browning, Prof. Melville B. Anderson, Stanford.

EVENING SESSION.

7:30 P. M.—Lecture. Science and Religion, Dr G. Stanley Hall.

SATURDAY, DECEMBER 24.

9:00 A. M.—Election of Officers.
The Ideal School of the Future, Dr. G. Stanley Hall.
(This hour to be filled)
Reports of Committees and Adjournment.

The meeting will adjourn in time for all parties wishing to leave Fresno to catch the noon trains both north and south.

Difficulties.

The work of the educator, laborious in itself, is rendered doubly so by the fact, that success depends, not altogether upon the teacher, but also upon the efforts and ability of the pupil. Examination papers reveal the accomplished result, mark the actual progression of the pupil, but they do not furnish any record of comparative progression.

During past years we have agitated for better lighted school rooms, hygenic desks, proper ventilation, recognizing that the lack of these was detrimental to the scholars' health, conduced to dullness of apprehension and marred the pupils success. Now, we, as has been done in New York and other Eastern cities, must agitate for the removal of slates from the public schools, and for the use of paper made with due regard to the oculistic effects. For, since so much time is consumed in reading and writing, it is imperative that the scholar be freed from all possible hindrances especially nervous irritation so largely the result of slates and unscientifically made papers.

Prof. Herman Cohn of the University of Breslaun has investigated this matter most thoroly in all departments relating to school life. Educators are familiar with the results of his investigation regarding the unadaptibility of desks that cause the bodies of students to be too much bent, thus lessening the accommodative power of the eye, and in a great measure this has been remedied. Regarding the effects of color from school blinds, of the surfaces of papers used in schools, not so much has been heard. Yet these are by far the most potential in affecting the vision, because less striking at the time, and therefore more continued, and, being overlooked, more generally destructive.

Turning from the investigation of the effects of color, Prof. Cohn directed his attention to the milling, thickness and finish of papers. He says: "A suitable writing paper of good opisthographical properties, should not be less than 0.075 m. m. (about 340 leaves to the inch) in thickness. It should be of like thickness throughout, it should have a perfectly smooth but not glistening surface, and should contain only a small amount of wood fibre.

Reflected light is so much more trying to the eyes than direct or diffused light, whether natural or artificial, hence the necessity of a dull finish and the avoidance of irregularities of surface or variations of thickness.

Dr. S. Weir Mitchell attributes many of the headaches to disorders of the refractive and accommodative apparatus of the eye which he declares to be largely due to our modern paper.

Herr. Karl Heinrich Mausel in investigating the relation of paper to children's health found that ordinary paper manufactured from filthy rags gleaned from the slums of the Old World, to be most injurious. Paper to be free from deleterious influences. must be made from clean, pure linen and cotton and pure vegetable fibre, scientifically milled with special reference to the hygenic and oculistic effect of the paper.

The result of Mausel's investigations was the invention of 'Bank Stock," a paper controlled in America by the American Bank Stock Co. It is pre-eminently adapted for schools, combining all the requirements of a scientifically good paper. Teachers find that from its use in the public schools, the receptiveness of the pupil is increased, owing to the lack of irritation of the dioptric apparatus, the larger power of concentration lessening the burden of the educator in imparting knowledge. "Bank Stock" is being used in many schools, and with gratifying results, on account of its pale blue color. its correct thickness, being perfectly even throuout, smooth of surface but not glistening, soothing and beneficial to the eyes, thus fulfilling the demands of modern educational science, without entailing any additional cost in production.

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Normal School positions	201	Private School positions	1,731
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Superintendencies	112	Grammar Grade positions	1,881
Music positions	202	Primary Grade positions	1,051
Drawing positions	89	Country School positions	951
Elocution positions	110	Kindergarten positions	94
Physical Culture positions	79	Governess positions	140
Manual Training positions	59	Matronships	41
Academy Principalships	94	Tutorships	115
High School Principalships	807	Commercial Depactments	87
Academy Dept. positions	774	Other positions	1,120

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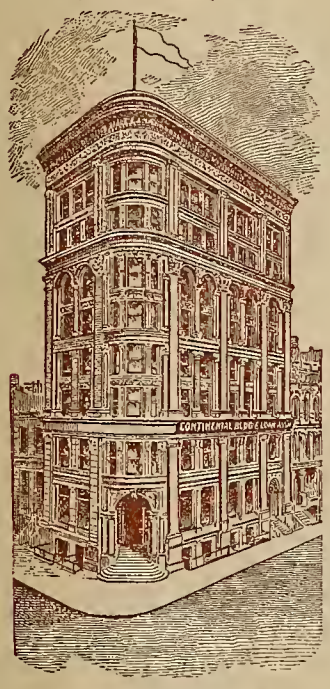

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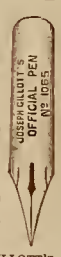

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